ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Ελευθερία-Κλειώ Κολοβού   Άννα Κρανιώτου

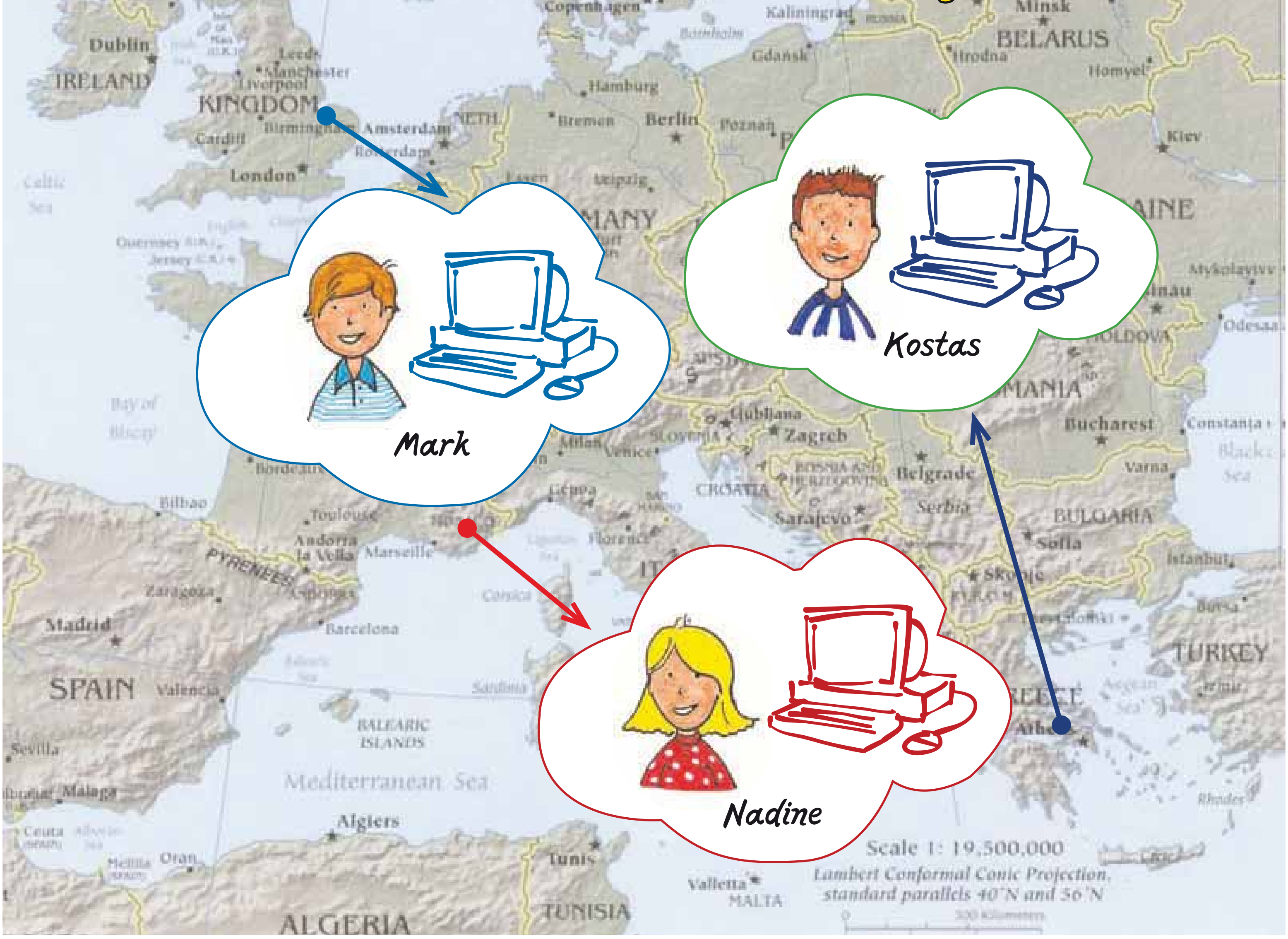
Unit 1

INTERNET FRIENDS AROUND EUROPE

In this unit:

- ✓ We learn about computers
- ✓ We learn how to write an email
- ✓ We talk about things we prefer, like or dislike at school

What are Mark, Kostas and Nadine talking about?



1 Unit

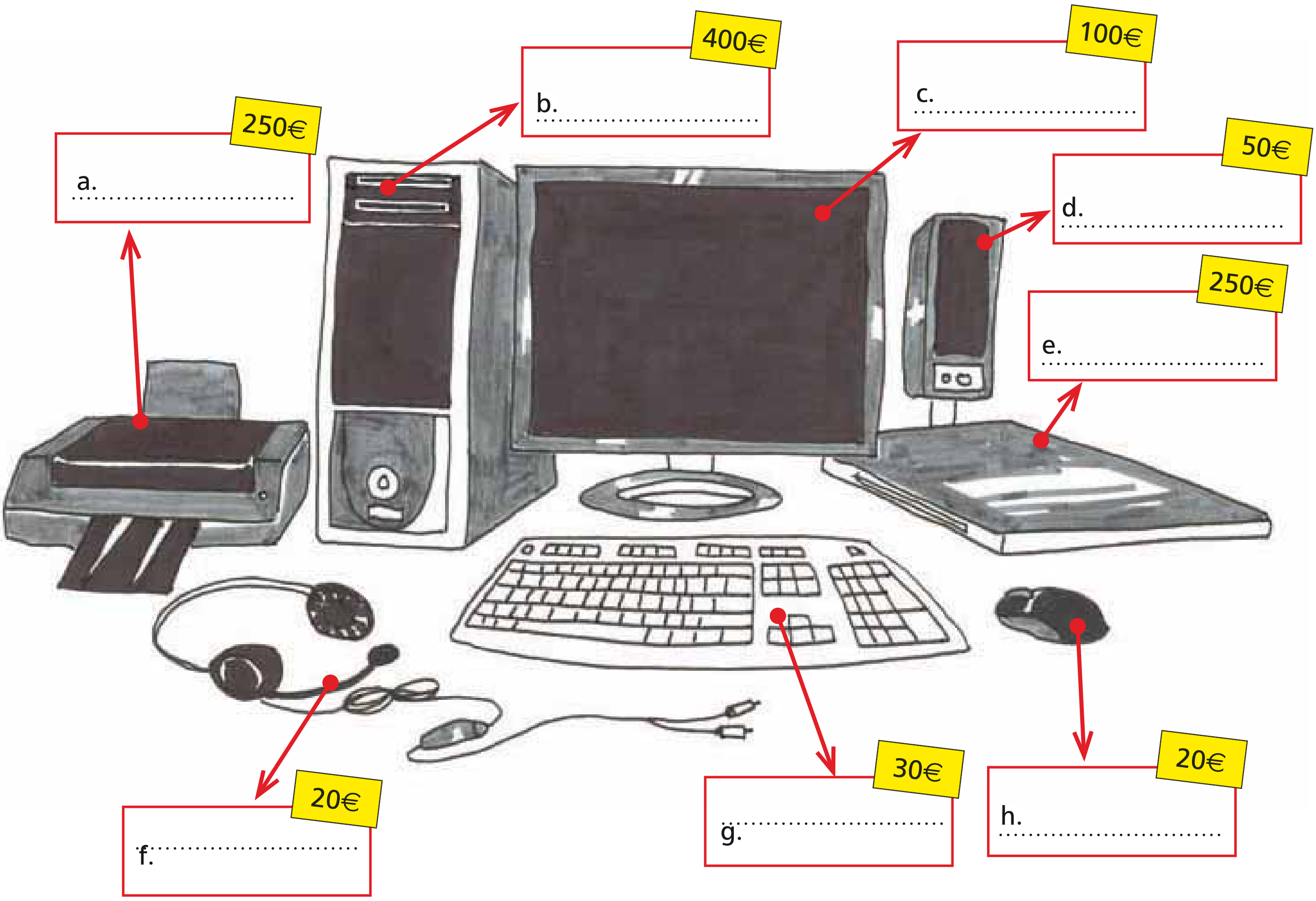
Lesson 1 DO YOU LIKE COMPUTERS?

A LEAD-IN

- Have you got a computer?
- Do you know how to use a computer or the Internet?

This is a computer store. Let's find out together how much you know about computers. Work with your fellow classmate. Look at the picture and match the words with the various computer parts. Write the words in the space provided.

screen | mouse | scanner | printer | microphone & headphones | speaker | keyboard | tower



B SPEAKING: COMPUTERS IN OUR LIVES

How useful are computers in our lives? Discuss the following statements in pairs. Decide whether the statements are True (✓) or False (✗).

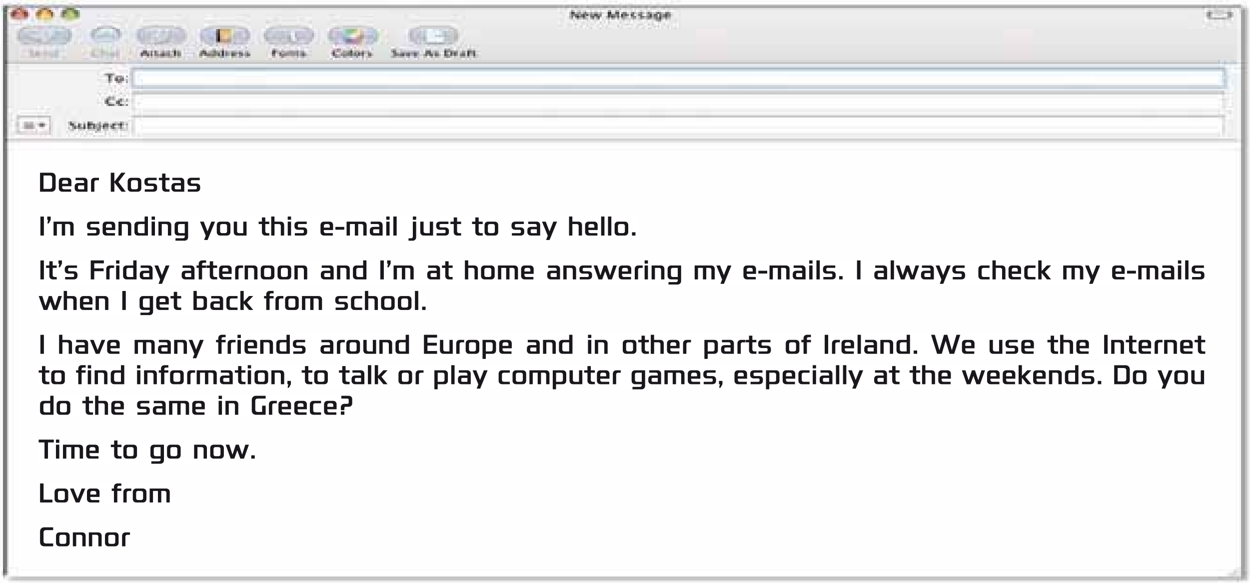
- ❏ Computers and the Internet help us visit museums around the world.
- ❏ Computers can do our homework.
- ❏ We can write an e-mail on the computer and send it through the Net.
- ❏ We can talk to people from various parts of the world through the computer.
- ❏ In our free time we can play computer games.
- ❏ Computers are bad for our eyes.
- ❏ We can play computer games for hours.

Can you think of other uses for computers in our lives?
Do you feel lonely when you play on the computer?

C READING

An e-mail from an Irish friend

Kostas got this e-mail from his friend Connor who lives in Ireland. He writes about the e-mails and the Internet. Read it and see how many things he does with it.



Dear Kostas

I'm sending you this e-mail just to say hello.

It's Friday afternoon and I'm at home answering my e-mails. I always check my e-mails when I get back from school.

I have many friends around Europe and in other parts of Ireland. We use the Internet to find information, to talk or play computer games, especially at the weekends. Do you do the same in Greece?

Time to go now.

Love from

Connor

List four things Connor does with e-mail and the Internet.

1. .... 2. ....

3. .... 4. ....

D1 PRE-WRITING: COMPUTERS ARE FUN BUT...

FREE TIME: Computers are fun but children at your age can do many other things in their free time. Check with your partner what he/she does in his/her free time and complete the table:

In your free time	Me	My friend
a. You draw		
b. You do puzzles		
c. You watch TV		
d. You do sports		
e. You help with the housework		
f. You listen to music		
g. You play with your friends/brothers/sisters		

D2 LISTENING

Two pupils from a school in England talk about themselves. Listen and fill in the chart to find out what they like. Compare their freetime with your class freetime to find out if you share common interests.

Name	Age	Likes	Favourite freetime

✎ *If you find this exercise too difficult, go to Appendix, UNIT 1, Activity A (page 133)*

E WRITING

FREE TIME: Form a small group and make a free time activities survey. How many pupils enjoy/prefer/do not like/prefer doing what?

In our group:

Three pupils *enjoy playing computer games.*
One pupil *enjoys*
.... pupils *enjoy*
.... pupils *don't like* .... *-ing*
.... pupils *don't like* .... *-ing*
.... pupils *prefer* .... *-ing* *to* .... *-ing*

The majority of our class ....

We don't like ....

We prefer .... to ....

GRAMMAR FOCUS

Likes, Dislikes and Preferences

Study the following examples to remember how we express likes and dislikes and learn how we can express preferences in English.

I **like** watching tennis on TV.	I **don't** really **like** playing chess.
You **like** playing computer games.	People **hate** walking in a big, noisy street/in big noisy streets.
She **enjoys** listening to her MP3 player.	He **doesn't usually like** watching the news on TV.
I **prefer** table tennis **to** chess.	
They **prefer** play**ing** with my friends in the park **to** sitt**ing** at home watching TV.	

F SPEAKING

WE LIKE THE SAME THINGS - WE ARE GOING TO FORM A CLUB!

1. *Work with your partner. Find 3 pastimes which you have in common. Ask each other questions using the structures given above.*
2. *Find another 2-3 people in your class who have the same interests.*
3. *Get together with them and see whether you all want to form a club.*
4. *Decide what the aim of the club is. Is it to share news, to learn from each other, to go play sports together? For example, if you have a chess club you will be interested in playing together. How regularly do you want to meet? Decide who is the secretary of the club.*
5. *Present your club on a poster and stick it on the classroom wall.*

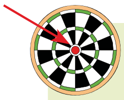
The Children's Art Village ("CAV") is based in California. CAV helps children using art in orphanages throughout the world.

G WRITING

Now answer in full Connor's e-mail in Activity C (p. 15). Give information about your favourite free time activities. Say what you like or don't like doing.

1 Unit

Lesson 2 INTERNET FRIENDS



Learning strategies

I LEARN ENGLISH BECAUSE I LIKE...
- ☐ Learning about other places & people
- ☐ Filling in charts
- ☐ Listening for specific information

A LEAD-IN

- These are sites where you can write to other young people.

For example: http://www.bbc.co.uk/children
httttp://www.iky.gr
Ask your teacher to help you find some other internet addresses.

- Think about some things you want to tell the new friends you make on the Net.
- Will the English language help you in your Internet journey?

B MEMORY GAME

Pupils from different countries in Europe are using their computers and speaking to each other using the Net. Look at the following chart and see what is missing.
Then close you books and listen. How much can you remember? Fill in the chart with the missing information. Then open your books and check your answers in the dialogue.

Names of Friends	Ages	Where from: Country	Their Likes and Dislikes
Mark	*12*		
(you)			

Mark: That's great! Three European friends! French, Greek and English! So, how old are you, Kostas?
Kostas: I'm eleven. I'm a pupil in the 5th class of Primary School.
Mark: I see. Well, I'm twelve and I'm a pupil at West Wimbledon Primary School. How about you, Nadine?

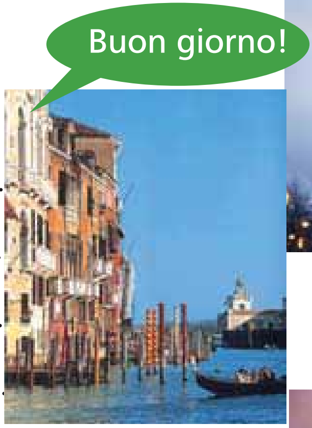
Nadine: Oh, I'm twelve and I'm a student in the second year of Collège. That's like your middle school.
Mark: Wow, that sounds difficult!
Nadine: Well, not really Mark. Actually, I like going to school and I love studying.
Mark: Well, I don't really mind studying, Nadine, but I hate tests and homework. How about you, Kostas?
Kostas: Hm, the only thing I like about school is spending time on our computers.

Mark: That means you're a computer expert, then!
Kostas: Not really. I can hear our school bell.
Can we all get together again tomorrow?
Nadine & Mark: Good idea! Let's speak again tomorrow!
✎ *For extra activity see Appendix Activity B (page 133).*

C INTERNET FRIENDS FROM ALL OVER EUROPE

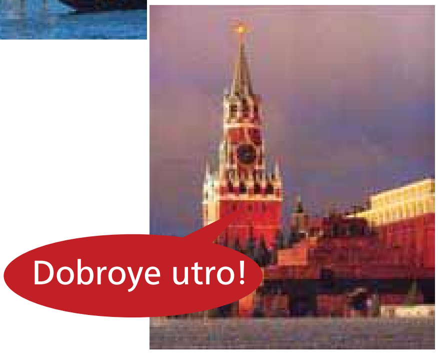
Here are some more internet friends.

***a)** Fill in the nationality of each person.*



Example: *Mark is from Great Britain and he is British.*

1. Pablo is from Portugal and he's ....
2. Svetlana is from Russia and she's ....
3. Hans is from Holland and he's ....
4. Carmen is from Spain and she's ....
5. Gunther is from Germany and he's ....
6. Maria is from Switzerland and she's................................
7. Armando is from Albania and he's ....
8. Isabella is from Italy and she's ....
9. Kostas is from Greece and he's ....



***b)** Now use a Geography book or a map and match the countries from above which border with each other. Discuss with your partner and check your results.*

***c)** Finally, draw and colour in the flags of three of these countries. Don't show the flags you are colouring. Give your book to your partner and see if he/she can guess the countries of your flags. Can he/she write the names both in English and in Greek?*

Names:
___________-___________ ___________-___________ ___________-___________

✎ *Do you know how to say "Good Morning" in any other languages? Go to Appendix, UNIT 1, Activity C (page 133).*

GRAMMAR FOCUS

Simple Present Tense

Study the sentences to see how we can talk about student life in English.

I **go** to school **on** weekdays.	I **don't go** to school on Sundays.
You **do** your homework after school.	You **don't do** your homework at night.
A pupil **studies** in the afternoon	A pupil **doesn't study** at night. or in the evening.
A teacher **works** in a school.	A teacher **doesn't work** in a café.
We **have** classes on weekdays.	We **don't have** classes on Sundays.
Schools in Greece **finish** in June.	They **don't finish** in March.
Do you go to school by school bus?	Yes, I do / No, I don't.
Does a teacher work on a farm?	**No, he/she doesn't.** He/she works at a school.

Note the different endings!

I watch - he watch**es**	you play - she play**s**	they study - John stud**ies**
we teach - Helen teach**es**	I enjoy - he enjoy**s**	we carry - she carr**ies**
you go - it go**es**	they stay - it stay**s**	I fly - the bird fl**ies**

D WRITING

Write 3 sentences talking about what you do in...

a. your school programme,
b. your afternoon activities and
c. during your weekends.

a. School programme

....

....

b. Afternoon activities

I do karate ....

....

c. Weekends

....

....

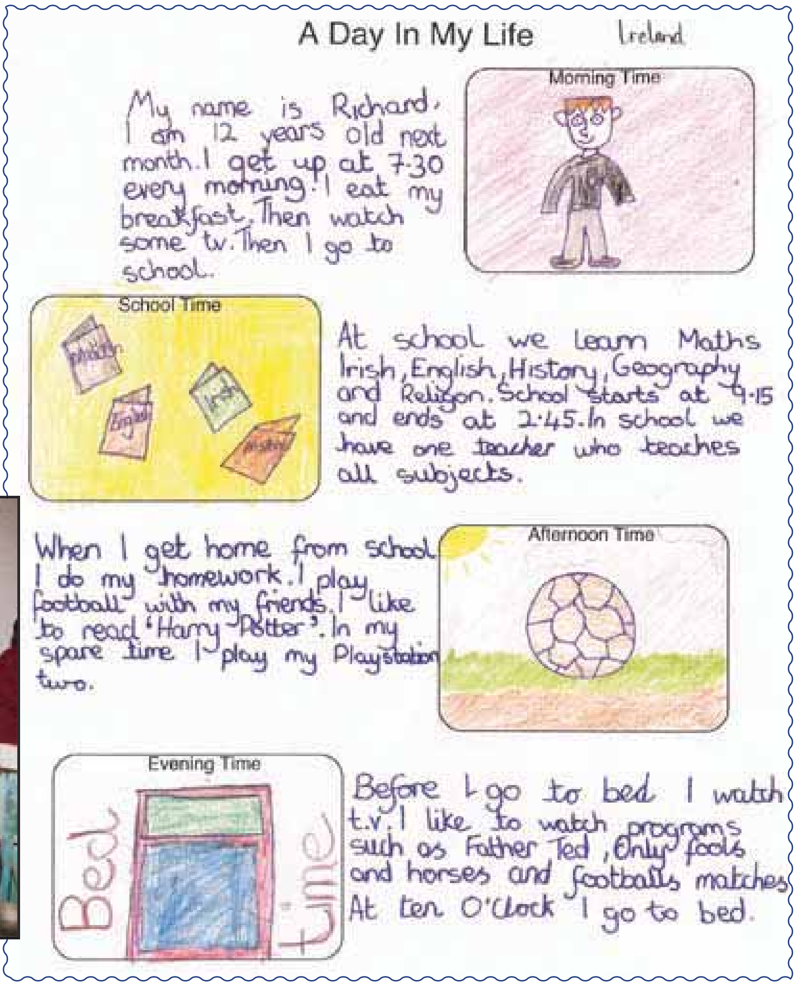
Then make a list of activities you want to do but can't do.

E A DAY IN MY LIFE

Here is a page from a pupils' newspaper of a school in Dublin, Ireland. The title is: "A Day In My Life". Read and compare. How different is your everyday life? Discuss with your classmates and teacher.

Points to discuss:

- ✓ Times
- ✓ School subjects
- ✓ Activities


A Day In My Life Ireland

Morning Time

My name is Richard. I am 12 years old next month. I get up at 7.30 every morning. I eat my breakfast. Then watch some tv. Then I go to school.

School Time

At school we learn Maths Irish, English, History, Geography and Religion. School starts at 9.15 and ends at 2.45. In school we have one teacher who teaches all subjects.

Afternoon Time

When I get home from school I do my homework. I play football with my friends. I like to read 'Harry Potter'. In my spare time I play my Playstation two.

Evening Time

Before I go to bed I watch t.v. I like to watch programs such as Father Ted, Only fools and horses and footballs matches. At ten O'Clock I go to bed.

Classroom in India

F WRITING

In your free time, you've made contact with an Internet friend from outside Europe, for example Asia or Australia. What questions would you like to ask him/her?

Name of Net friend: Vijay (from India)
Example: Does Vijay have a favourite football team?

1) ....
2) ....
3) ....

G PORTFOLIO

You can use your answers for questions in ex. D (p. 20) to write about A Day in your Life. You can put it in your Portfolio or in the English Newspaper of your school.

Lesson 3 THE UNITED KINGDOM

A LEAD-IN

Read this text quickly, without understanding every word. Where can you find a text like this?

Visit the British Isles!

The British Isles are situated on the west side of Europe.

Geographically the British Isles are made up of two main islands, Great Britain and Ireland.

Politically the two islands are made up of:

- the United Kingdom, which includes Great Britain (with England, Scotland and Wales) and Northern Ireland
- the Republic of Ireland, in the southern part of Ireland.

The population of the United Kingdom is about 59 million. That's 6 times more than Greece. About 10-12 million people live in London, its capital. London is about twice as big as Athens. The Republic of Ireland has a population of 3,7 million. One third of its people live in its capital, Dublin.

- Each country has a national flower. The national flower of England is the rose; for Wales, the daffodil; for Scotland, the thistle and for the Republic of Ireland, the shamrock.

✎ *Go to Appendix, page 134, for additional information on the symbols of Great Britain.*

B READING

Find the information in the text above and complete the table below.

	United Kingdom	Ireland	Your prefecture*
Capital city			
Population			

* prefecture=νομός

C VOCABULARY

Find words or phrases in the text that fit in the four categories of the table below.

countries	geography terms	size/ number	national flowers

PROJECT

1. *How about a leaflet from Greece?*
2. *Now go to Appendix, UNIT 1, PROJECT (page 134).*

SELF-ASSESSMENT TEST

Name:.. Class:..............................

Date:.. Score:............./ 100

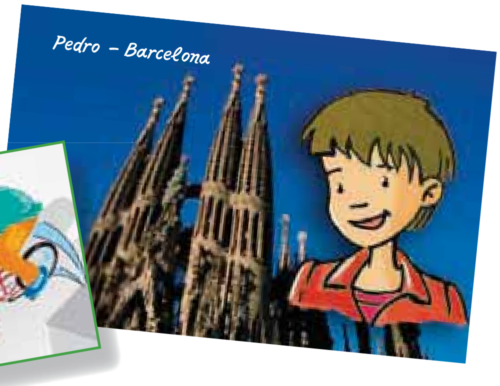
A. Read and decide: *True (✓) or False (✗)*

Pedro is an eleven-year-old boy from Spain. He lives in Barcelona with his father and his twin sisters Maria and Granada.

Pedro is a pupil in the fifth class of Primary school. He loves school and he is very good at maths and languages. He can solve mathematical problems very quickly and he can also speak English and French. In his free time, Pedro loves riding his bike and drawing. He is also fond of surfing the Net and chatting to children from all over Europe.

E.g. Pedro is Spanish (✓)

1. He lives with his family in a big city ....
2. He's got a brother and a sister ....
3. He is very good at English and Italian ....
4. His favourite hobbies are cycling and drawing ....
5. Pedro is very good at computers ....



Points: .... / 20

B. Computers. *Look at the pictures and tick the right box.*

1.
   - ☐ modem
   - ☐ tower
2.
   - ☐ screen
   - ☐ printer
3.
   - ☐ keyboard
   - ☐ mouse
4.
   - ☐ speakers
   - ☐ microphone & headphones
5.
   - ☐ scanner
   - ☐ printer

Points: .... / 10

C. Countries and Nationalities. *Fill in the spaces.*

1. Someone who comes from Great Britain is .... while someone who comes from .... is French.

2. What nationality is your uncle? He is .... and lives in Rome.

3. Athens is the .... capital, Lisbon is the .... capital, Berlin is the capital of .... and Amsterdam is the .... capital.

4. People in Moscow speak ....

5. Franz lives in Switzerland. He's ....

6. A lot of people who live and work in Greece come from Tirana in ....

Points: .... / 30

D. Answer the following questions. *Write true answers.*

1. What time does school start ? ....
2. How do you go to school? ....
3. Which school subject do you like best? ....
4. Do you do your homework alone? ....
5. What do you do in the afternoons? ....

Points: .... / 20

E. Match the sentences

1. Hi ! I'm Greek! Where are you from?
2. Which do you prefer? Maths or Science?
3. Do you like school?
4. Nadine comes from Marseilles.
5. How about heavy metal music?
6. Sue hates going to the dentist.
7. Do you like horse riding?
8. Henry doesn't come from Germany.
9. Which are the colours of the British flag?
10. Where's Ireland?

a. Red, white and blue.
b. Well, I don't really like it. I prefer pop music.
c. He's Swiss.
d. I'm Dutch. I am from Holland
e. It's to the west of Britain.
f. She says it's an awful experience.
g. I hate it!!
h. She's French.
i. I prefer Maths.
j. Well, I don't mind school, but I hate homework!!

Points: .... / 20

Tick what's true for you:

Now I can:

- ☐ Name the various parts of the computer
- ☐ Talk about what I like and what I don't like to do in my free time
- ☐ Write and talk about my school life

Learning strategies in English

I LEARN ENGLISH BECAUSE I LIKE...

- ☐ Learning about other countries and people
- ☐ Filling in charts
- ☐ Listening for specific information
- ☐ Scanning a text
- ☐ Learning more about young people in other countries

Unit 2

SCHOOL LIFE AND THE WORLD AROUND US

In this unit:

- ✓ We read a school newspaper
- ✓ We write about good and bad habits
- ✓ We listen to pupils speaking about their school
- ✓ We speak about customs in different countries

Let's get to know each other!

2 Unit

Lesson 1 DO YOU LIKE COMPUTERS?

A LEAD-IN

Below is a page from the English newspaper at Mark's school. What type of texts are they? To find out, match the following types of text to the letters in the newspaper.

1. invitation ...... **2.** e-mail ..... **3.** menu .....

B READING

ST. GEORGES'S SCHOOL NEWSPAPER

NEWS FROM OUR SMALL WORLD

Nadine from France sends this email
to her friends in our school

Trip to Eurodisney

Dear Mark
I'm really excited about going to Eurodisney. I'm going with my class by TGV from Marseilles straight to Eurodisney. We are staying at one of the hotels in the amusement park. I'm sad my best friend can't come; she's ill. We don't want to be bored on the train so our teacher said we must bring things to do. I'm going to bring the book I am reading now.
I'll send you a postcard from there!

Bye
Nadine

a.

THE SCHOOL CANTEEN
Muffin 70p
Apple pie 70p
Croissant.......... 50p
Doughnut................ 50p
Orange juice...... 60p
Apple juice....... 60p
Water................ 30p

b.

School Halloween Party

Mrs Clark, the school headmistress, would like to invite all parents and children to this year's Halloween Party
Free light snacks & soft drinks will be offered
by the Parent-Teacher Association
Date: Tuesday October 31st , at 6pm
Place: The School Playground

c.

Read the text carefully and answer the following questions.

1. Nadine feels .... about the school trip.
a. sad b. bored c. excited

2. Her best friend cannot come to the trip because she's ....
a. sorry b. ill c. excited

3. She's going to bring a ....
a. book b. postcard c. teacher

4. Mrs Clark invites all parents to attend ....
a. the school Halloween Party b. their children's lessons c. the rehearsal

5. How much do an apple pie and a bottle of water cost at the school canteen?
a. 1.20€ b. 1.30€ c.1.00€

Learning strategies

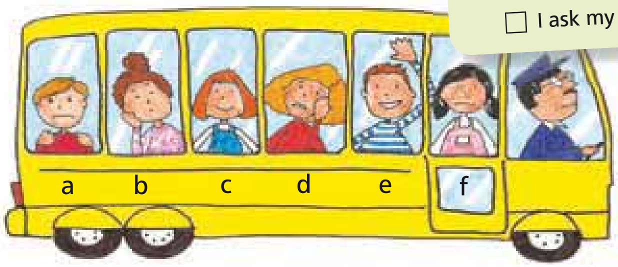
VOCABULARY.

If I don't understand a word
- ☐ I look it up in a dictionary
- ☐ I ask my teacher

C WRITING

1. Mark's class is on the bus. Look at children' s faces and write how they feel:

a .... b ....
c .... d ....
e .... f ....



2. How do you feel...

a. when you get a present?
b. when you get some bad news?
c. when your life seems the same every day?
d. when someone takes your book without asking?
e. when you break a friend's favourite toy?
f. when you go on a school trip?

angry	**sad**	**excited**
happy	**bored**	**sorry**

D1 SPEAKING

SCHOOL ROOMS: In Mark's school you can find many special rooms/areas.

computer lab/chemistry lab/classrooms/library/school canteen/schoolyard/gym/toilets/dining room/ Assembly Hall/Teachers' office/ Headteacher's office.

Do you have special rooms/areas in your school? Discuss with your partner and say what these rooms are used for. Name some objects you can find in each room.

D2 LISTENING

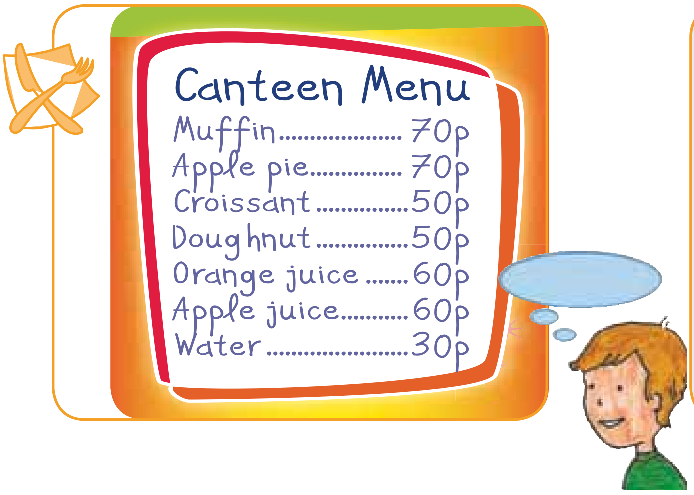
SCHOOL ROOMS: *Let's go back to Mark's school. Some pupils in his class have not gone on the trip. Listen to the following six dialogues and find out where in the school the pupils are at the moment. Justify your answers with your partner.*

1. .... 2. .... 3. .... 4. .... 5.................... 6. ....

E ROLE PLAY GAME

Mark usually buys doughnuts in the school canteen. Do you have a canteen in your school? Do you like your canteen menu? Work in pairs to role play a dialogue at the school canteen:

2 Unit



Understand the difference!

BRITISH POUNDS & EUROS

To buy things in Great Britain you use pounds (£) and pence (p).
£1=100p

To change pounds into euros:
£1= (about)1,60 €
66p=1 €

Pupil A

You are the pupil. You have £2. You look at the canteen menu and decide to buy something.

EXAMPLE - USEFUL EXPRESSIONS

E.g. Hello! Can I have/I'd like ....
How much ....? Thank you. Bye

Pupil B

You are the canteen owner. Answer the pupil's questions and ask him/her what he/she wants.

EXAMPLE - USEFUL EXPRESSIONS

E.g. Here's your change. Next, please. Yes, sure/Here you are/Anything else? It's ...p.

Time Prepositions

Study the following phrases to learn how we can talk about time in English

On	In	At
On Monday, Tuesday...	In the morning	At night/midnight
On May Day	In the afternoon	At 9:00 o'clock
On Christmas Eve	In the evening	At Christmas
On February 12th	In June/July...	At Easter
On my birthday	In 2008	At the weekend
On weekdays	In summer, winter...	At noon

F1 WRITING

1. Mark's parents have lost the invitation to the Halloween Party. Can you give the anwers to the following questions?

a. When is the party? ....
b. What time does the party start? ....
c. Where is the party? ....

F2

Kostas gets many e-mails. Some of his friends write to Kostas telling him what they love eating. Here is part of their e-mails: Which one is Mark' s?

1. "Our favourite foods are: pizza, fizzy drinks, popcorn, barbeque-flavoured crisps, apple pie and ice-cream."
2. "I like apple-pie, doughnuts and ice-cream."

Fast food: a bad eating habit?

Kostas knows eating too much of this kind of food is unhealthy so he wants to ask his friends a few questions. Through the questions he wants to make them understand they should eat this kind of food. What are some of the questions Kostas will ask:

1. ....
2. ....

G PORTFOLIO

Write a small paragraph for your portfolio about your habits. Include all or some of the things you discussed with your partner. Add comments about how you feel when you do these things. You can put a title to this work and add drawings or photos.

PROJECT

EITHER Get into two teams. One team will bring magazine pictures showing feelings which are positive and the other team feelings which are negative. The first team will act out their feelings and the second team will guess the English words. At the end stick the pictures on to cardboard and write the words representing feelings under each photo.

OR You can collect pictures or you can draw food items. Then, you can work with your group and agree on making your favourite Canteen Menu. Add prices and show it to the class. Think about healthy eating. Explain to them why you prefer these things on the menu.

2 Unit

Lesson 2 TALKING ABOUT SCHOOL LIFE & HABITS

A LEAD-IN

Do you like sports? Do you know any famous sports person, e.g. a runner, a basketball player or a football player? Together with your partner think of one or two questions you want to ask him or her.

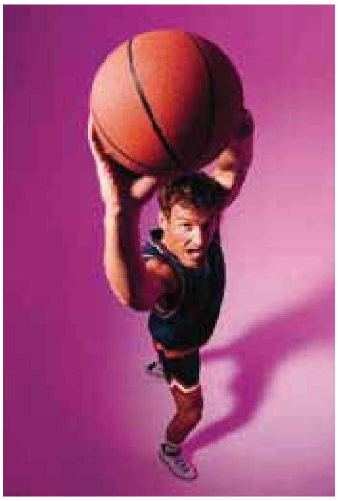
B LISTENING

Mark listens to a Eurosport radio interview with a famous sports person.

Some parts were erased so listen carefully to the interview and complete the missing parts. Check your answers with your partner.

Interviewer (I): We are very happy to have such a famous person here today.

Guest (G): I am always happy to talk about sports with children!



I: How did you become so famous?

G: I practise a lot. I (1)____well. I (2)_____ healthily. And, my family is always behind me.

I: How many hours do you (3)__________each day?

G: Usually about (4)___ hours, plus I always go to the gym to keep fit.

I: Is the (5)_______you eat important?

G: Yes, it is very important for a (6)___________ player to eat well, like any other professional sports person.

I: After a very successful career in Greece nearly winning the world cup, you are now living in the States. Do you enjoy life in Houston?

G: It's different but I like it very much. I sometimes miss home. Of course I still (7)_______for Greece and I often come to Athens.

I: What do you (8)_______in the evenings in Houston?

G: I often (9)__________Greek films!!

I: What do you have to recommend to young children who want to play basketball at a professional level?

G: You can be successful only if you always (10)________ very hard and you are passionate about the game. And of course you need to be talented as well.

I: Thank you. It was a pleasure having you here.

C WRITING

Now read the interview in Activity B. Underline all phrases that show what he usually does. Then write them in the spaces provided below. Put the good habits on the left and on the right you can write some bad habits for a sportsman you can think of. Compare your answers with those of your partner. Then write a statement about how good habits help a player become a famous sports person.

Good habits	Bad habits
....	....
....	....
....	....
....	....
....	....

D WRITING & SPEAKING

Discuss with your partner and write down three things that you think are **bad habits** *for a sports person to have. Note: the same bad habits can apply to many different sports. Then compare your answers with those of other pairs and see how many things you have in common. Make a class poster with bad habits for a sportsperson.*

1. swimming ______*To have a big meal before going swimming.*______

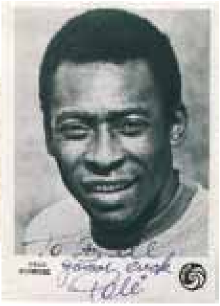
2. football ____

3. basket-ball ____

4. other ____

E VOCABULARY

In 2005 Pélé, the famous footballer, visited Xanthi to open the new sports stadium. Imagine a famous person is coming to your town and you want to interview him/her. Look at the interview again (Activity B, p. 30) and find what phrases you could use when:



We want to welcome someone ....

We want to answer back in a polite way ....

We want to ask if someone likes the place he/she lives ....

We want to know what we can do to be better..

We want to end an interview ....

2 Unit

GRAMMAR FOCUS

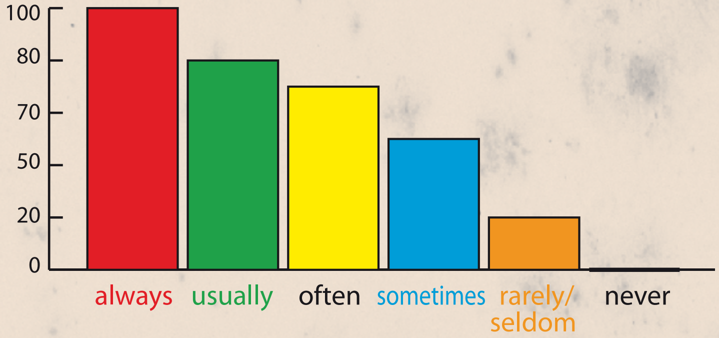
Adverbs of frequency

We use the adverbs of frequency to show how often we do things.

How often?

He **always** brushes his teeth in the morning. 100%
They **usually** eat out on Sundays. 80%
She **often** plays tennis at weekends. 70%
I **sometimes** go to the theatre in winter. 50%
It **rarely/seldom** snows in Athens 20%
He **never** eats vegetables and that's bad. 0%

Look at this:
He **usually** wakes up early.
He is **never** late.
He doesn't **always** go to work by car. Where do you **usually** spend your summer holidays?



F PUPILS' DAILY HABITS

Let's think about pupils' habits. Look at the questionnaire below and tick what's true for you.

QUESTIONNAIRE

Do you enjoy school? Find out if you have good or bad habits and see what you can do to become better at school. Put a tick next to the answer that is appropriate for you.

1. How often are you late for school?
   a. ☐ often b. ☐ never c. ☐ sometimes

2. How often do you forget to do your homework?
   a. ☐ always b. ☐ usually c. ☐ sometimes

3. Do you do your projects?
 a. ☐ always b. ☐ sometimes c. ☐ never

4. Do you follow your teacher's advice?
 a. ☐ usually b. ☐ seldom c. ☐ sometimes

5. Do you ask your teacher to help you understand difficult things?
 a. ☐ sometimes b. ☐ seldom c. ☐ never

6. How often do you look up things in dictionaries , encyclopedias, the internet , biographies, etc.
 a. ☐ seldom b. ☐ sometimes c. ☐ usually

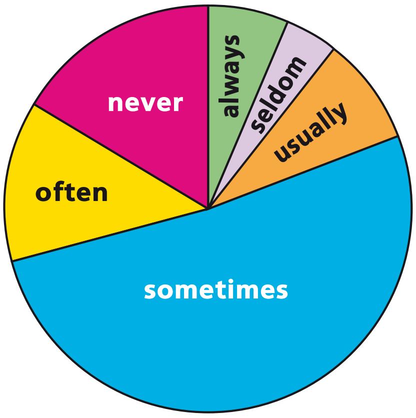
7. How often do you let your parents/sisters and brothers/friends do your homework for you?
 a. ☐ never b. ☐ often c. ☐ sometimes

8. Do you watch TV late at night instead of going to bed?
 a. ☐ often b. ☐ always c. ☐ never

G WRITING & SPEAKING

You will prepare a class survey. On a separate piece of paper

1) Write down how many pupils in your classroom answered often / usually / never / seldom / sometimes / always.
2) Then in pairs, for each question, draw and colour a pie chart, like the one on the right. The pie represents the whole class.
3) What conclusions can you come to about the "personality"/profile of your class?
4) Discuss with your teacher about other charts you can use.



H PORTFOLIO

EITHER Imagine you are a reporter from the school newspaper. You are writing a similar interview with a famous person you like and admire, like the one in Lesson 2, page 30. It can be an interview with an athlete, a singer, an actor/ actress, a writer, a painter, etc.
Write 4 or 5 questions and add the answers you got. Use magazines, newspapers, encyclopedias, the Internet, or the class books for your Greek lessons – eg. Anthologio for information.
You can add drawings, magazine pictures or anything else that can make your writing look nice.

OR Make a list of your good and bad habits. Think about school, home, friends, parents, pets. Make a list of them on a cardboard to put in the classroom. You can add that piece of writing in your portfolio.

Lesson 3 CUSTOMS AROUND THE WORLD

A LEAD-IN

Customs around the world: What's the difference between **habits** and **customs**? Discuss in class.

Read about different customs. Do people do the same in Greece?

JAPAN

When you leave a hotel in Japan the manager usually gives you a present even if you stay for one night.

BRITAIN

When it is somebody's birthday his friends take him out and buy him dinner.

USA

The third boy in an American family usually takes his father's name.

Do you think there are some unusual customs in your country? Can you name some Greek customs?

B READING & WRITING

Look at the passage "DOs and DON'Ts in England" in the Appendix, UNIT 2, Activity A (page 135). Find 3 things that you think are the most important to tell your Net friend Nadine in France. She is going to fly to London this weekend and you think she must know about them.

....

British people ....

They ....

CROSS CURRICULAR PROJECT

- Talk about manners and habits in your country. How are they different from manners and habits in England? Do you know of any unusual traditions or customs in your or other countries?
- Collect some information and talk about them in class. Ask your parents, grandparents, relatives or look up in books and encyclopedias.
- Collect your material (pictures, texts, drawings etc.) and make projects in groups about strange habits in different parts of your country. Present them in class on cardboards.

SELF-ASSESSMENT TEST

Name:... Class:...........................

Date:... Score:............/ 100

A. Say how you feel in the following situations

(Use a different word in each answer):

1. The night before Santa Claus brings your presents. ....
2. When someone breaks your favourite toy ....
3. When you don't like a party but you cannot leave. ....
4. When you get the best mark in the class ....
5. When your best friend tells you lies ....

Points: .... / 10

B. Diary: write about what you do during each day of the week.

Use ***always, sometimes, never*** *etc.:*

(ex. *Meet friends, play nintendo, watch cartoons on TV, go to karate* etc.)

Points: .... / 28

C. Complete the dialogues with the right phrase:

How much / Can I have / It was a pleasure / you enjoy life

1. Hello! .... a doughnut, please?
   Of course. Here you are!
2. .... for the croissant?
   It's 0.70€
3. Do .... in Berlin?
   Oh, yes!I enjoy it very much!
4. Thank you. ....
   having you here.

Points: .... / 8

D. Complete the questions:

1. What time ....? They get up at 7:00 a.m.
2. How ....? She goes to school on foot.
3. What ....? He has milk for breakfast
4. Who ....? They visit their friends.
5. When ....? He walks the dog at night.
6. What time ....? I go to sleep around 10 p.m.

Points: .... / 24

E. Correct the sentences:

1. Do you prefer be alone or with friends?
2. How many hours do you watch TV every day?
3. I doesn't like parties.
4. I leaves for school at 7:30.
5. They always eats out on Saturdays.
6. I sometimes sings karaoke.
7. Does you help your friends?
8. I'm fond of play computer games.
9. What do he like doing on Sundays?.
10. We doesn't like loud music.

Points: .... / 30

Tick what's true for you:

Now I can:

- ☐ talk about pupils' feelings and school life
- ☐ ask and buy things in the school canteen
- ☐ ask and answer about people's habits
- ☐ say how often something happens (with: always, etc.) in your daily life
- ☐ write a piece for the English school newspaper
- ☐ use polite expressions

Learning strategies in English

VOCABULARY

If I don't understand a word...

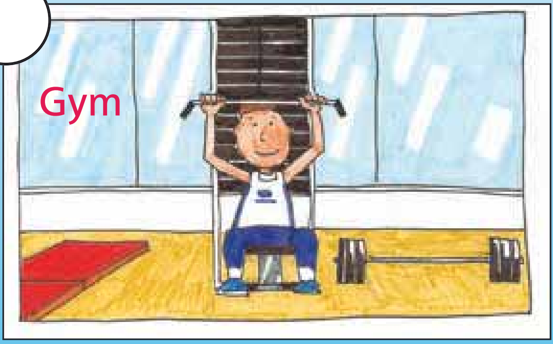
- ☐ I look it up in the dictionary
- ☐ I ask my teacher
- ☐ I ask another student
- ☐ I try and guess the meaning from the text
- ☐ I ignore it
- ☐ I understand memorization is important for the learning of new words
- ☐ Vocabulary is as important, if not more important than grammar

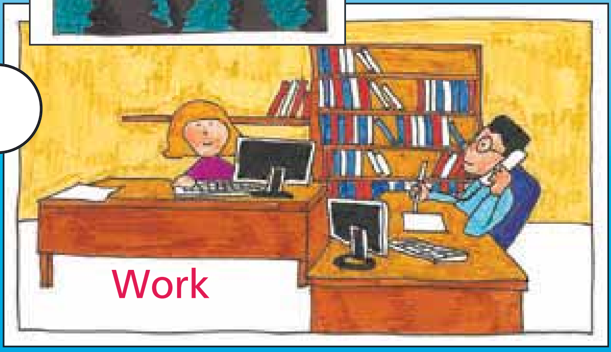
Unit 3

PLACES

In this unit:
- ✓ We read about two important towns in northern Greece
- ✓ We write about the place we live in
- ✓ We listen to someone giving directions to a visitor in Athens
- ✓ We speak about other cities around the world

Places and sounds. Listen and guess?





3 Unit

Lesson 1 THE PLACE WE LIVE IN

A LEAD-IN

• Do you live in a city, a town or a village? Do you like living there? Why?

B READING & WRITING

Our 3 Net friends (Mark, Kostas and Nadine) are getting to know each other better. You are interested in learning how they live and in comparing your life with theirs. Read what they say about the places they live in and about where their parents' work. Keep some notes and discuss things with your classmates. Write your notes in the boxes below.

Mark: Hello there! As you both know, I live in London, a very big city.. My father is a shop owner and he always goes to work on foot. His bookstore is in our neighbourhood. Lucky fellow......

Kostas: I live in Athens and our flat is in Nea Ionia, a suburb of Athens. My mum, who is a bank clerk in the city centre, usually drives to work and it takes her over an hour to get there. She doesn't use public transport. I don't think it's a good idea she drives to work. And she has huge problems in finding a parking place every day!

Nadine: Well, my family and I live in the centre of Marseilles, which is a big city in the south of France. My parents work in a factory outside the city and they go to work by bus. Many of their colleagues drive to work but it seems to me my parents are doing the right thing. It's better to take the bus - the traffic is so heavy!

Name	Occupation/job	Place of work	Method of transport
Mark's father			
	Factory worker		
		Athens (city centre)	

C WRITING

Now write a letter about the place you live in and about your parents.

a. Where do your parents work? (in an office, in a bank, in a shop, on a farm, etc)
b. How do your parents go to work? (on foot, by car, by bus, by motorbike).

With your partner:

- *Listen to each other's corrections and suggestions.*
- *Look at the texts in the previous page and use them as models.*
- *Finally, write your answer in your notebook.*

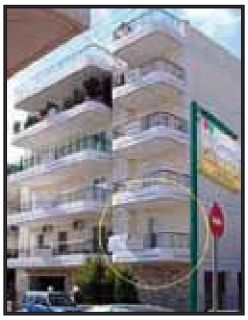
D LISTENING

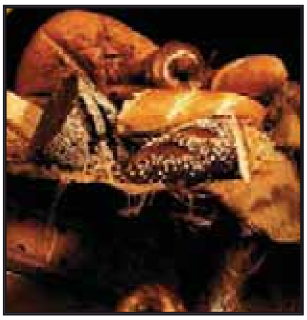
Mark is on holiday in Greece with his parents and is visiting Kostas in Athens. Ioanna, Kostas's friend is with them. They are going to spend the day on Mt. Parnitha and are getting ready with some last-minute preparations.

Listen to the text and draw lines to link the children to the places where they need to go before they leave for Parnitha.

newsstand

Mark


home

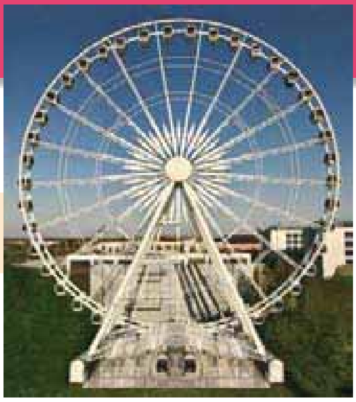

bakery

Kostas

supermarket

Ioanna

cake shop

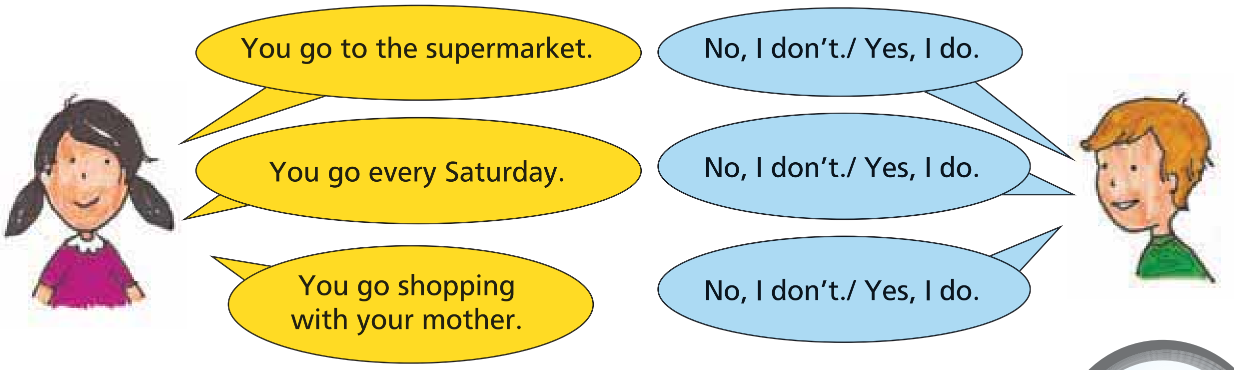


E GAME

Play with your partner. With small pieces of paper, make 5 role-play cards each. On each card write:

- 1. a place you visit
- 2. why you go there
- 3. how you get there

Ask your partner to choose one of your cards. You hold your card without your partner seeing it and get your partner to ask you questions with yes/no answers to find the answers. Keep a score to see how many questions each of you needs to arrive at the answers for all the cards. Then exchange roles. The one with the least questions wins.



GRAMMAR FOCUS

Expressing opinions - Making suggestions

Study the sentences to see how we can express opinion or make suggestions.

I think that driving to work costs a lot of money.
I don't think that driving to work is a good idea. It is tiring!
It seems to me that walking to school is a very healthy habit.
In my opinion, going to work by bus is cheap and convenient.

Why don't you use public transport instead?
How about walking to school rather than taking the bus?
Let's all go to the city centre in the metro tomorrow!

F WRITING: DO YOU LIKE THE PLACE YOU LIVE IN?

WWF (World Wildlife Fund) have an international campaign about how we can make our lives better. They want children's ideas, opinions and suggestions on problems in big cities. Discuss with your partner; write some possible answers to the problems mentioned in the following leaflet. Exchange ideas with other pairs in your class and see what they think. Use the expressions in the "Grammar Focus" table above to help you.

Give us your opinions and ideas about the following issues:

going to work by bus

taking care of trees that are planted in front of your house or block of flats

Germany

Canada

crossing a street without looking

helping elderly people in your neighbourhood with their shopping

Greece

China

riding your bike along a busy street or avenue.

PROJECT

Choose any of the issues mentioned above or any other problem you find important. Make a poster for your class, using drawings, magazine pictures, photos, real objects, stickers, badges, etc. Illustrate the problem for your classmates and add your suggestions about possible solutions. Use various sources such as relevant leaflets, WWF website (www.wwf.org) or the Greenpeace website (www.greenpeace.org). You could also use information from ***Ερευνητές****, the children's newspaper (www.erevnites.gr) that comes with* ***Καθημερινή*** *newspaper every Saturday.*

Lesson 2 "HOW CAN I GET TO ....?"

A LEAD-IN

What do you usually do when you don't know the way to a place or building in your neighbourhood?

B GAME: "SIMON SAYS..."

Your teacher will choose one person to be the game leader. Everyone stand up. The instructions are as follows:

Go straight: take one step in front

Go back: take one step backwards

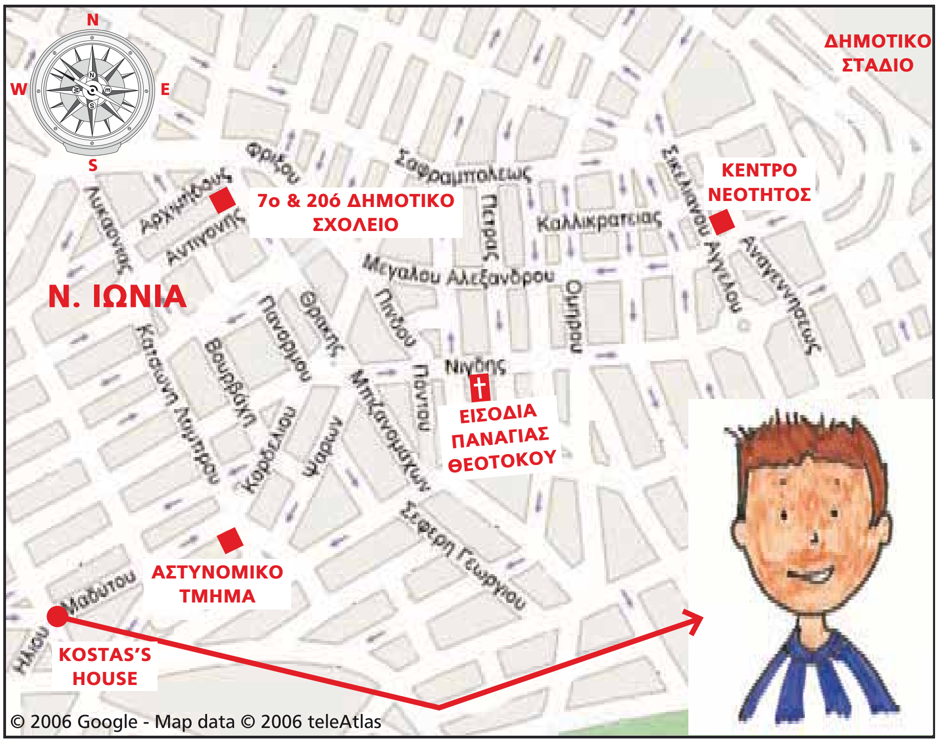
Turn left: turn your body left

Turn right: turn your body right

The leader should always say: "Simon says" and then the instruction. Whenever he/she does NOT say "Simon says", no one must move. Whoever moves is out of the game and and sits down. The last person left in the game is the winner.

C LISTENING

Mark is staying with Kostas at his flat in Nea Ionia, Athens. At the moment, Kostas and Mark are in Maditou Street, outside Kostas' house. Mark wants to go to the Youth Center to play chess and meet other Greek children. Study the map. Now listen to their dialogue and with a pencil draw the route which Mark takes to go from his house to the Youth centre.



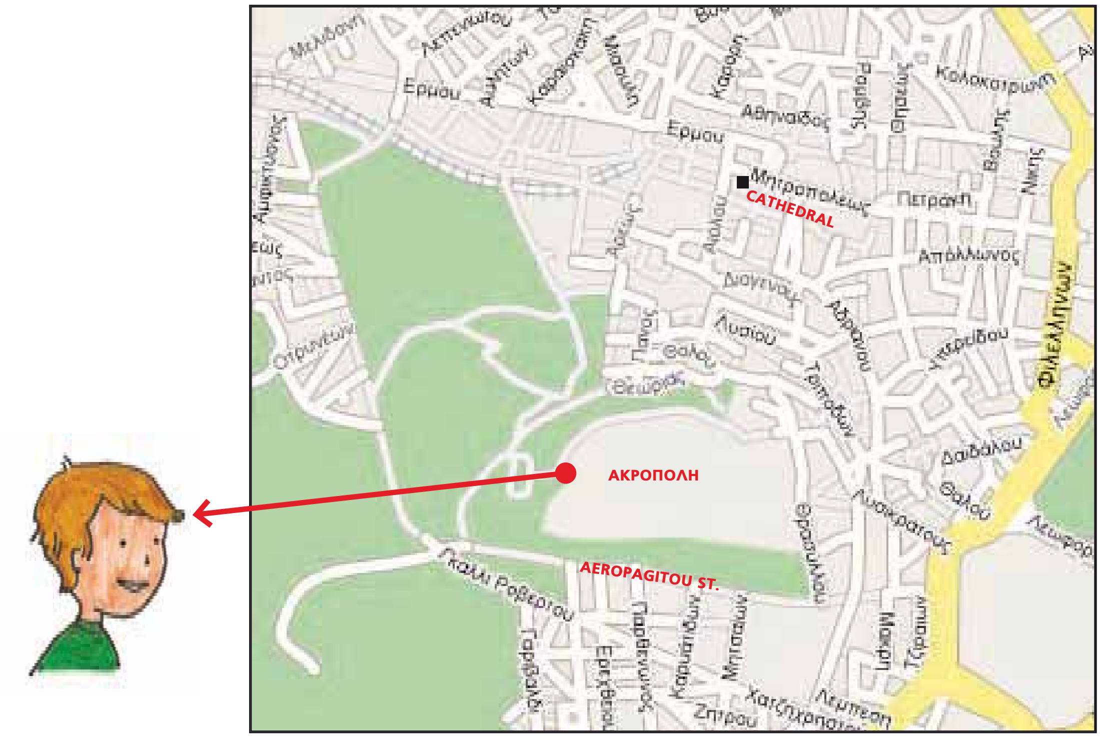
D ROLE-PLAY

1. Imagine you live in Nea Ionia. You are outside the Youth Centre. One pupil gives directions from the Youth Center to Maditou street. Role-play the conversation.

2. Imagine you live in Nea Ionia and you are outside the *Εισόδια Παναγίας Θεοτόκου* church. A passer-by asks you the way to the local stadium. Role-play the conversation with the passer-by. Use the map in Activity C.

E LISTENING

Pierre, Nadine's cousin, finds himself at the Acropolis and he is asking a passer by for advice on a good traditional restaurant, the nearest metro station and a place where he can buy a flokati carpet for his family. Listen to the passer-by's recommendations and directions and pinpoint the 3 places on the map.



© 2006 Google - Map data © 2006 teleAtlas

3 Unit

GRAMMAR FOCUS

Study the examples to see how we can give directions in English.
Do you know any relevant expressions in your own language?

1. **How can I get to** the Museum, please?
2. **Go along** this street
   Walk along Maditou Street
   Go straight ahead
3. **Turn left/right into** Nigdis Street
4. **Take the** first/second/third **turning on** your left/right
5. The Youth Centre **is on your right/left**
   The library**is at the end of this street**

F GAME: BE A TOURIST

Go to Appendix page 136, Activity A. Work in pairs and ask for and give directions: in the Map, to get to to Buckingham Palace from Trafalgar Square. The expressions in the Grammar Focus may help you.

Learning strategies

WORKING IN GROUPS SUCCESSFULLY

- ☐ I try to learn from others
- ☐ I work alone and then help others
- ☐ I like to search from information

The London Eye

G WRITING

Imagine that Nadine is staying with you for a couple of days in your city, town or village. During her stay, she wants to visit various places in your area (e.g. museum, post office, bank, supermarket, sports centre, cinema, café, bridge, lake, church, mountain, etc).

Write a short note to Nadine giving her directions to get to two different places you feel she may be interested in, as you have to go to school and you can't be her "tour guide".

Also draw a map to help Nadine.

Exchange notes with your partner and correct each other's work.

THE BRITISH MUSEUM

Nadine,
To get to the ....
....
....
Now to get to the ....
....
....
See you after school!

Lesson 3 TALKING ABOUT A TOWN IN GREECE

A LEAD-IN

Greece is not only Athens! There are many beautiful places all over the country. Look at the photos from travel office brochures. Are these towns in the north or south of Greece?

Can you tell us some other towns in Greece and if they are in the north, south, east or west of the country.

B READING

Now read about one of the towns. Which town is this text about?

The Location: "This town is situated in the north-west of Greece. It is a busy town where -120,000 people live. The town is built next to a lake called Pamvotida. In the middle of the lake there is a small island. It is the only island in a lake in Greece where people live.

The Surroundings: Around the town and its lake there are high mountains. That is why it is quite cold and wet during winter. There is snow on the mountains for over four months of the year.

The Town Old and New: The town is over 15 centuries old and it has a beautiful old castle overlooking the lake. The view from its top is fantastic. There are many old houses inside the castle and life there is peaceful and quiet. There are also modern neighbourhoods, with blocks of flats, shops, cars and busy streets."

The text above is divided into three paragraphs. Read it again and match the topics with the paragraphs. You will understand the way we organize our text about a place.

1. The old and the new parts of the town
2. Where the town is built
3. The environment surrounding the town

a. paragraph 1
b. paragraph 2
c. paragraph 3

What information in the text helped you do the matching activity?

3 Unit

C VOCABULARY

Find words in the text that you can write under the following categories. Then you will know the type of words we need in order to write about the place we live in. You will need them for the Project.

Nouns	Adjectives	Verbs
lake,	busy,	

CROSS CURRICULAR PROJECT

• In small groups collect similar information about another Greek city or a city or town in another part of Europe or the world. • The pictures below give you some suggestions. • You can use encyclopedias, websites, travel guides or any other source you may think of. • Present the information in class using pictures and other interesting material.

Sydney

Moscow

Thessaloniki

New York

✎ *For more practice, go to Appendix, page 137, Activity A.*

SELF-ASSESSMENT TEST

Name:.. Class:............................

Date:.. Score:............/ 100

A. Spot the mistakes and rewrite the sentences

1. Takes the first turning on the right.

....

2. My dad doesn't think going to work by car is cheaper.

....

3. In my opinions, walking is too slow.

....

4. How abouts taking the bus?

....

Points: .... / 20

B. Provide the missing questions or answers

1. How do you usually go to school? ....

2. ....? Mark's father is a grocer.

3. .... ? Well, go down this street and you can see the bank on your right.

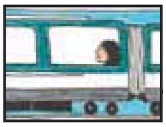
4. What do you think I should buy for my dad's birthday? ....

5. How long does it take Kostas' mother to get to work? ....

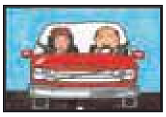
Points: .... / 20

C. *Ways of going to school. Look at the images. Write your opinions. Why is it a good or a bad idea to use these ways to go to school?*

1. I think that ______________
____
____



2. It seems to me ______________
____
____



3. In my opinion ______________
____
____

4. I don't think ______________
____
____

Points: .... / 20

D. *Re-arrange the bubbles to make a dialogue between you and your friend who wants to come to your party on Saturday. Write numbers in the circles.*

It's a small house on your right. Just ring the bell on the gate. ◯

Well, go down Ermou street and then take the first turning on the left. ◯

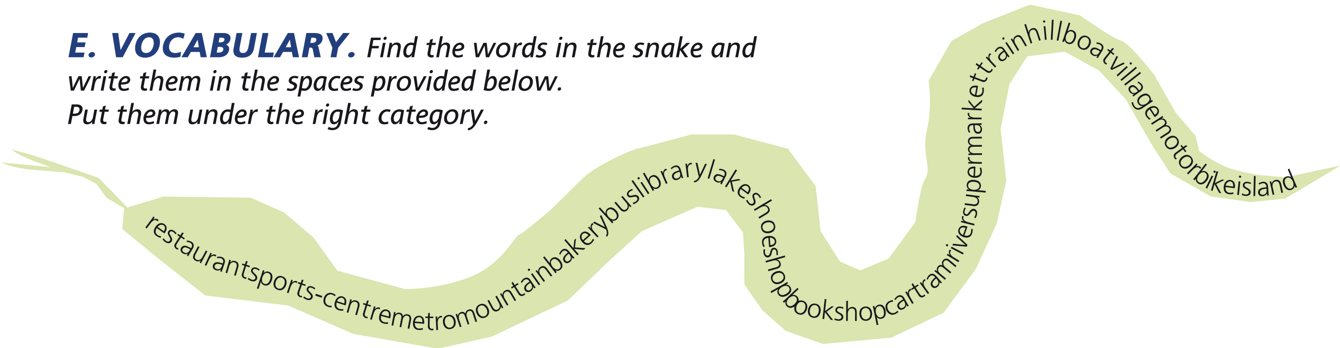
Thanks a lot. See you there! ◯

And then? ◯

How do I get to your house? ◯

Points: .... / 20

E. VOCABULARY. *Find the words in the snake and write them in the spaces provided below. Put them under the right category.*



Places	Means of transport	Geographical words

Points: .... / 20

Tick what's true for you:

Now I can: (tick what's true for you)

- ☐ Talk about places where I live
- ☐ Express my opinion to make our lives better
- ☐ Ask and give simple directions in town
- ☐ Write a letter giving directions how to go somewhere in Athens
- ☐ Write a text about a city / town/ village
- ☐ Read the names of streets on a town map
- ☐ Read a text about a city / town/ village
- ☐ Listen to directions and follow them on a city map

Learning strategies in English

WORKING IN GROUPS SUCCESSFULLY...

- ☐ I work well with others
- ☐ I do the same amount of work as the others
- ☐ When other pupils correct my mistakes I don't get angry
- ☐ I try to learn from others
- ☐ I work alone and then help others
- ☐ I like to search for information

Unit 4

CHRISTMAS EVERYWHERE

In this unit:

✓ We read about the way dolphins can help children with special needs
✓ We write about our holiday abroad
✓ We listen to children making Christmas preparations
✓ We sing Christmas songs

Children have fun at Christmas. Why?

4 Unit

Lesson 1 GETTING READY FOR CHRISTMAS

A LEAD-IN

What do you need to make Christmas decorations? Put the correct words in the right spaces. Ask your teacher to help you. Can you guess why Nadine needs these things?

a. glue **b.** scissors **c.** card **d.** string

1.
2.
3.
4.

1. .... **2.** .... **3.** .... **4.** ....

B LISTENING

Susan from England is staying with her friend Nadine in Marseilles, France.

With your books closed listen to what Nadine and Susan say about what they usually do and what they are doing this year for Christmas.

Decide whether the following statements are True (✓) or False (✗). Use the text to justify your choices.

Discuss with your classmates before making a decision.

1. Jacques is helping Nadine with the Christmas decorations. ________

2. Nadine usually buys her decorations at the supermarket. ________

3. This year Nadine is buying her decorations at the stores. ________

4. Christmas decorations at the supermarket are expensive. ________

5. Susan always makes her own decorations. ________

C READING COMPREHENSION

Susan and Nadine both love dolphins. They are finding out more about them. Susan is reading a book about dolphins. It has a lot of interesting information. She shows Nadine one of the pages.

Dolphin Therapy for Persons with Special Needs

Dolphins have a special way of making people feel more positive about life. There are several organisations which help people with special needs by getting them to play with dolphins.

People with special needs often live routine lives in hospitals or day centres where they follow set programmes. Depending on their illnesses they get up at fixed times, eat at fixed times, do physical exercise at regular times throughout the day and go to bed at the same time. They lead very regular lives.

What are some of these people with special needs doing today? They're in Florida and they're playing with dolphins. A charity association has organised this day as a Christmas present for them. The children are having fun swimming with the dolphins. They are holding onto the dolphins and the dolphins are pulling the children along. They are all enjoying every moment. These are people who don't always smile but who are smiling today.

The above text has been adapted from the following sites. For more information about how dolphins help people with special needs you can look them up.

www.dolphins.org

www.dolphinhumantherapy.com

Using the information in the text above, write how a dolphin can help young people be happy.

Special Needs Day to Day	Special Needs Dolphin Programme

4 Unit

GRAMMAR FOCUS

*Study the following table to see how English people talk about **facts** and **habits** vs **actions happening now** or **"around now"**.*

Nadine and Jacques usually **buy** their Christmas decorations at the supermarket, but this year they **are making** them themselves.

We often **go** abroad for our Christmas holidays, but this year we **are spending** it with Maria's parents.

Nick and Mary sometimes **sing** carols on Christmas Eve, but this year they **are helping** Mum with the Christmas dinner.

D WEEKENDS DURING THE YEAR AND A SPECIAL ONE IN LONDON

Look at the photo album of Nadine and her family and see what she usually does at weekends. This year for Christmas she is in London for three days enjoying the Christmas atmosphere with her family. Use the pictures given to talk about Nadine and her family.

*Work in pairs: e.g. **Pupil A:** Nadine reads at the weekends.*
***Pupil B:** But today she is in London enjoying the Christmas lights in Trafalgar square.*

Pupil A

On a typical weekend during the year

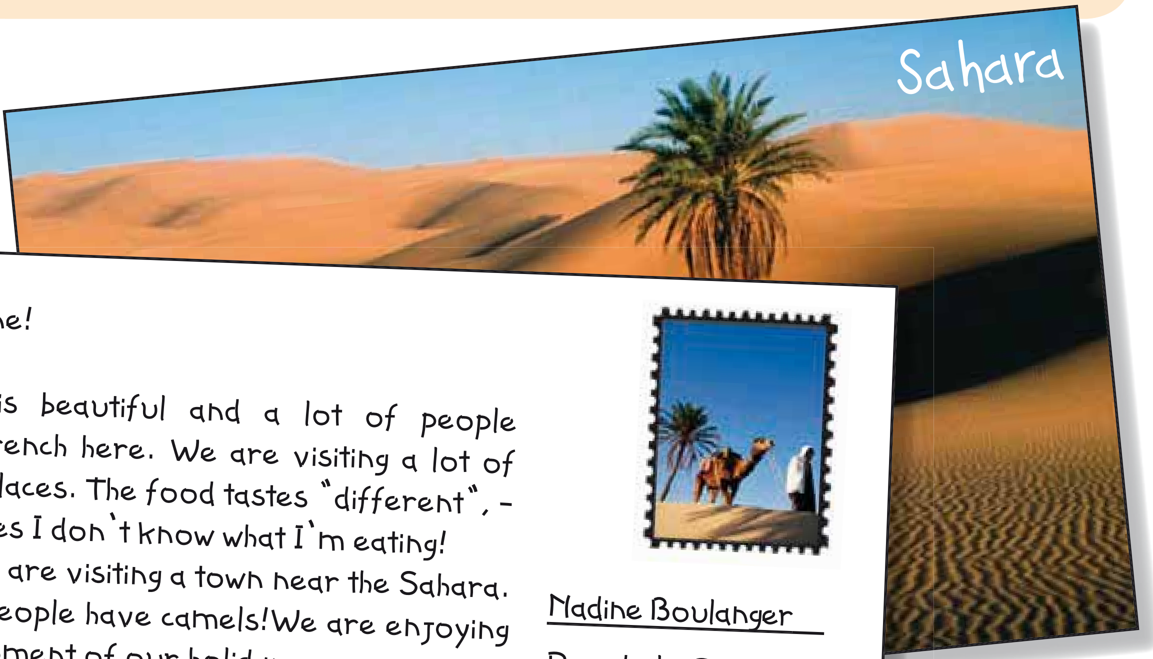
(read/book, light/fire, sew, watch/TV)

Pupil B

During the Christmas period this year

E WRITING

Imagine your are on holiday. Write a postcard to your best friend from where you are staying. Use Mark's card as a model.



Hi, Nadine!

Tunisia is beautiful and a lot of people speak French here. We are visiting a lot of historic places. The food tastes "different", - sometimes I don't know what I'm eating!
Today we are visiting a town near the Sahara. Lots of people have camels! We are enjoying every moment of our holiday.
Hope you like my postcard!

Love,
Mark

Nadine Boulanger
Rue de la Gare, 5
Marseilles
France

....
....
....
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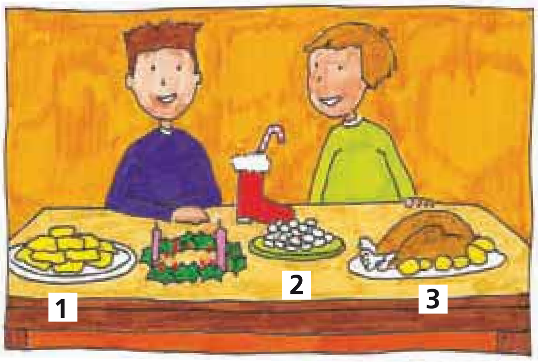
....

4 Unit

Lesson 2 KOSTAS IS IN NEW YORK FOR CHRISTMAS

A LEAD-IN

Match the pictures with the following words:
a) δίπλες
b) turkey
c) κουραμπιέδες



B LISTENING: MAKING PANCAKES

Kostas is visiting his cousins John and Mary in New York for Christmas.
It is Christmas Day and the children are up early before their parents.

A) Books closed, listen to the dialogue.

B) See how well you understood the order. Read the following and number the boxes 1-6.

C) List the four ingredients to make pancakes. Then make them at home yourself.

Number: ....

Number: ....

Number: ....

Number: ....

Number: ....

Number: ....

* ***Butter*** *vs* ***Batter****: Do you know the difference? Your teacher will help.*

C READING COMPREHENSION

*The children are working in the kitchen. Next to the statements destcribing what they are doing, write the feelings that go with them. Look at the table below. Use **feel**, **taste**, **smell**. If necessary ask your teacher to help you.*

Statements	Feelings
Kostas, John and Mary are reading the cookery book.	
Kostas, John and Mary are making pancakes	
The children are eating pancakes	

GRAMMAR FOCUS

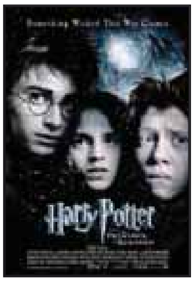
Study the following sentences to learn how we express feelings with the verbs of senses.

I You He/She/It We You They	look(s)	good, bad, hot, cold, tired, sick, great, awful, fantastic, beautiful, pretty, horrible, happy, sad, funny, wonderful.
	taste(s)	good, bad, delicious, awful, great, sweet, salty, fantastic.
	smell(s)	good, bad, nice, sweet, awful, great, fantastic.
	feel(s)	good, bad, hot, cold, tired, happy, sad, great, bored, awful, soft, hard.

4 Unit

D LISTENING

Kostas and his cousin John are looking at a magazine and discussing the photos of the adverts. Which things does Kostas like and which does John like? Next to each photo put K or J.
Do the two cousins have the same tastes?

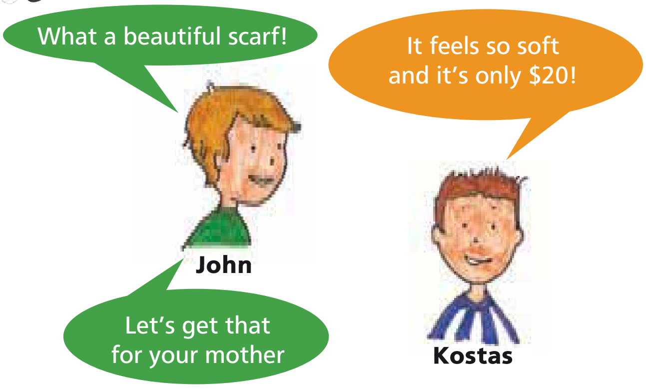
.... 

....

E BUY A BEAUTIFUL PRESENT

Kostas wants to buy some presents for his family and relatives back in Athens. Kostas has maximum $25 for each present. Role play a conversation between Kostas and John about this. Use the prompts listed below and then use the expressions in the Grammar Focus on the previous page.
Prompts: mother - scarf, father - after-shave, cousin Nikos - model car, sister Maria - a doll

✎ *For role-play cards, go to Appendix, page 138.*



F CHRISTMAS AROUND THE WORLD

Christmas is different in different parts of the world. Look at the countries below and read the sentences. See if you can match the country to the correct information.

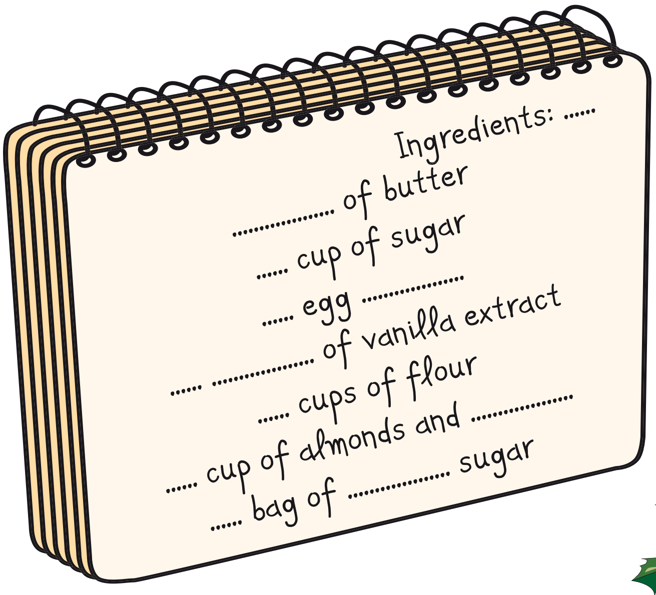
1. England ....
2. Australia ....
3. Spain ....
4. Russia ....
5. Holland ....

a. Between 1917 and 1992 they did not celebrate Christmas as a national celebration.
b. Young people enjoy going surfing on Christmas day and the Christmas turkey is barbecued on the beach.
c. Traditionally children open presents on December 26th, called Boxing Day.
d. For the Dutch, Christmas gifts are given the night before St. Nickolas's day, December 6th.
e. The Magi bring gifts on January 6th, the day of the Epiphany.

G LISTENING

Making a traditional Greek Christmas recipe

John's mother wants to make "κουραμπιέδες" for everyone and she is asking Kostas to help her. Listen to the dialogue first and then fill in the blanks.



H LET'S MAKE KOULOURIA!

Ingredients:

250 gr of butter
1 1/2 cups of sugar
1 tablespoon of vanilla
6 eggs
6 teaspoons of baking powder
6 cup flour
1 egg yolk for glaze
1/3 cup of sesame seeds

Procedure:

1. Cream the butter with the sugar in an electric mixer, adding sugar slowly.
2. Beat 20 minutes or until it is like whipped cream.
3. Add vanilla, then eggs one at a time. Beat well after each addition.
4. Take from mixer. With a wooden spoon or rubber spatula, fold in 4 cups of flour sifted together with baking powder.
5. Knead in remaining flour, 1/2 cup at a time, until a soft non-sticky dough is achieved. If large eggs are used, a little more flour may be necessary.
6. Pinch off dough the size of a walnut and roll pencil thin, fold in half side by side and twist.
7. Brush each one with the beaten egg yolk and press the sesame seeds on each piece.
8. Place on the cookie tray and bake at 350 degrees for 30 minutes or until golden brown. Makes 50 to 60 cookies.

(Source: Karen Brewer)

4 Unit

Lesson 3 A CHRISTMAS SONG

A LET'S SING A SONG!

Santa Claus is coming to town

You'd better watch out,
You'd better not cry,
You'd better not pout,
I'm telling you why:

Santa Claus is coming to town!

He's making a list
And checking it twice,
He's going to find out
Who's naughty and nice:
Santa Claus is coming to town!

He sees you when you're sleeping,
He knows when you're awake,
He knows if you've been bad or good
So be good, for goodness' sake!

You'd better watch out,
You'd better not cry,
You'd better not pout,
I'm telling you why:
Santa Claus is coming to town!

✎ *For a Christmas poem, go to Appendix, page 139, Activity A.*

Learning strategies

TO REMEMBER WORDS & PHRASES

- ☐ I pronounce them out loud
- ☐ I play back in my mind their sound
- ☐ I write them down in a translation

CROSS CURRICULAR PROJECT

EITHER CHRISTMAS TRADITIONS: In Lesson 2 we read about five countries with different Christmas traditions. Can you find more differences between countries? How do people celebrate Christmas in New York, London, Athens or other European cities? Find information on the internet, encyclopedias, or in books. Work in groups and present your work in class.

OR DO THEY KNOW IT'S CHRISTMAS?
Christmas is a time when we give each other presents, eat a lot and generally enjoy ourselves. We live in a country where we can do so.
However there are many children, for example in Africa, who want to celebrate Christmas like we do but cannot.

- Do you think it's a good idea to try and help these children?
- Can you think of one thing you can do to help these children?
- Can you find websites that you, your class or your family can contact to make a difference for these children?

In small groups put together a project:
Describe one practical way you can make a difference.

B PORTFOLIO

CHRISTMAS IMAGES. From magazines, catalogues, the Internet, collect photographs and other Images which are related to Christmas and stick them on A4 sheets. Under each photo, write where you got it from and say a few words about how the photo Is related to Christmas. This could be either in a positive or negative way. Put these sheets in your Portfolio.

SELF-ASSESSMENT TEST

Name:... Class:..............................

Date:.. Score:............/ 100

A. Circle the odd one out:

stars, balls, angels, cars
batter, flour, milk, eggs
presents, smell, turkey, tree
look, go, taste, smell
fantastic, awful, beautiful, great

Points: .... / 20

B. Kostas is writing a letter to his friend Mark. Read the letter and complete the blanks:

Hi, Mark!

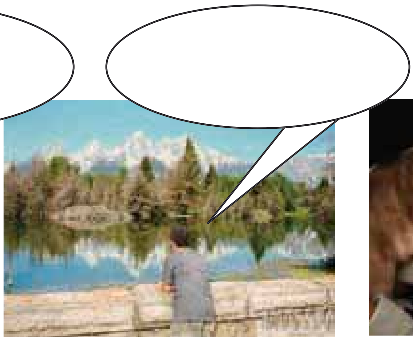
We usually (spend) .... Christmas in Athens but this year we (visit)......... my cousins in New York and it's fantastic! I (have) .... a wonderful time!

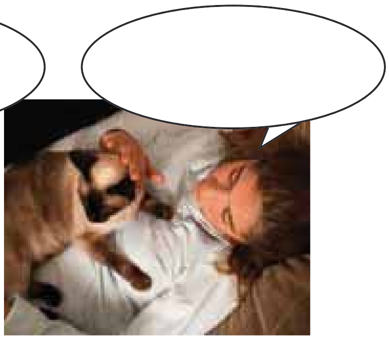
I (sit) .... by the fireplace now and I (watch) .... the fire glowing. It's Boxing Day and everything is quiet in the house. Mum (clean) .... up the kitchen with my aunt and Dad (surf) .... the net. The Christmas tree (look) ....so beautiful with its flashing lights and decorations. There is a platter on the table with kourabiedes and they (smell) .... great. I (feel) .... like eating them all!

Talk to you soon from Athens
Love,
Kostas

Points: .... / 30

C. What does each person say? Write the captions.





Points: .... / 20

D. *Pat is asking Val what she does for Christmas. Complete the dialogue:*

Pat: .... ?

Val: At Christmas we usually go to my father's village in Epirus.

Pat: .... ?

Val: It's up on a mountain.

Pat: .... ?

Val: We stay at my grandmother's cottage.

Pat: .... ?

Val: Well, in the mornings we may go for a walk in the woods or help granny with the housework.

Pat: .... ?

Val: Yes, it sometimes snows and we make a snowman in the garden.

Pat: .... ?

Val: This Christmas it's different. We are visiting our cousins in Italy. It's going to be great!

Points: .... / 30

Tick what's true for you:

Now I can:

- ☐ Talk about Christmas habits and customs.
- ☐ Talk about things that are happening now or "around now"
- ☐ Put instructions for a recipe in the correct order
- ☐ Use verbs which describe senses
- ☐ Sing a famous Christmas song

Learning strategies in English

TO REMEMBER WORDS & PHRASES...

- ☐ I pronounce them out loud
- ☐ I repeat them until pronounced easily
- ☐ I listen to a native speaker and try to imitate/repeat
- ☐ I play back in my mind their sound
- ☐ I write them down in a Greek translation
- ☐ I group the words by topic

Unit 5

READY FOR ACTION

In this unit:

- ✓ We read about ways of loving our planet
- ✓ We write about ways we can protect the environment in our neighbourhood
- ✓ We listen to ways we can reduce waste
- ✓ We speak about what not to do when we are in a place like Zagorochoria

Listen to the problems and match with solutions.

I'm going to recycle paper and glass from now on.

We must all do everything we can to help save our planet.

If we all do our best, our planet will survive.

5 Unit

Lesson 1 AN AMBITIOUS CLASS PROJECT

A LEAD-IN

What does this sign tell you? Where can you find it?
You can check your ideas in the following website: **www.greenpeace.gr**

B LISTENING

1. Mark is back at home. Listen to the conversation that Mark and Kostas are having today. What are they talking about?
2. Listen again and see which of these sentences are true (T) and which are false (F).

	T	F
1. Kostas is busy today because he's studying.	☐	☐
2. Their teacher asked them to think about ways they can save the environment.	☐	☐
3. They're going to organize a project on recycling.	☐	☐
4. They're handing out leaflets and brochures about recycling tomorrow evening.	☐	☐
5. Mark is thinking about trying it out with his classmates.	☐	☐

C ACTING OUT ACTIVITY

Your teacher has told you that one way of saving our environment is by not producing so much rubbish. Imagine you and your partner are Mark and Kostas. Which of the following actions could you take? The teacher will provide you with a model or alternatively you can create one of your own.

Ways to produce less rubbish

• Re-use books and notebooks • Re-use plastic bags for shopping at the supermarket
• Use re-chargeable batteries • Buy water or refreshments in glass bottles which can be recycled. • Check if the package of the things you buy is environmentally friendly – i.e. can be recycled.
• ....
• ....

Enrich your conversation by using expressions like:
One thing I could do is ....
Another thing is ....

D ADVICE FOR THE HOME

• Now write down clearly as many of the recommendations you came up with in Activity C.
• Take them home and discuss with your family.
• By the end of the school year report back into class on how many of these you and your family were able to do.

✎ *If you want to find out more about recycling, check the websites included in the Appendix, page 140.*

GRAMMAR FOCUS

Study the following examples to see how we can talk about

A) INTENTIONS
Kostas **is going to try** to persuade his friends and neighbours to take recycling seriously.
What **are you going to do** to help save our planet?
I'm going to collect paper, glass, aluminium and plastic for recycling.

B) PLANS AND ARRANGEMENTS
We're handing out leaflets and brochures tomorrow.
I'm meeting my schoolmates later on today. **We're going** to the sports centre to play handball.

C) PREDICTIONS AND HYPOTHESES IN ENGLISH
I think I'll try out your idea with my family.
I believe things **will be** much better in the future.
If my plan works out, **we'll** manage to do something about our future on this planet.

✎ *You can also study DISCOVER GRAMMAR pp. 155-157.*

E LISTENING

Listen to what a British child is saying to the local reporter about a campaign his school is organizing. As you listen, try to take notes. In the spaces below write A. for intentions, B. for plans, and C. their predictions. Discuss with your classmates and decide if you could also do the same at your school.

1. .... collect money for class trip.
2. .... put bins to collect used paper
3. .... bring old newspapers and magazines
4. .... manage to get the money needed.
5. .... keep all your tickets for recycling.

F QUIZ: "WHAT A WASTE!"

Work with your partner and find how much energy will be saved if you decide to apply your plan at school. Try to make the calculations. Here are the facts you need to take into consideration:

For the production of 1 tonne (1.000 kg) of paper we spend :

1) 4.000 kg of wood 2) 40.000 litres of water 3) 7.000 kWatts of energy

Can you work out how many trees, how much water and how much energy we waste in Greece if we think of the 700,000 tonnes of paper we send to the landfills each year?

700,000 tonnes of paper = 1) ………………………….. kg of wood

2) ………………………….. litres of water

3) ………………………….. kWatt of energy

G PORTFOLIO

- *Use all the ideas mentioned in the activities above to write a letter to an English-speaking friend of yours letting him or her know about the environmental work you are doing in your school.*
- *Include all information you think is necessary as well as pictures, photos and drawings.*
- *Let your partner check what you have written.*
- *If in difficulty you can ask your teacher for help.*
- *Then re-write it following any comments made. Your letter may start and continue as follows:*

Hello, there!

How are you? Are you doing anything special at school this month?

Well, I must tell you I'm very proud of my school and myself because we're carrying out a recycling campaign. Let me tell you now a few things about it.

We're……………………………………………………………………………………

We're also going to ………………………………………………………………………

……………………………………………………………………………………………

Finally, I think that we'll ……………………………………………………………

……………………………………………………………………………………………

How about that? How do you like our work? Would you like to try it with your class? Let me know as soon as possible.

Write back

………………………………

Lesson 2 LET'S DO IT!!!

A LEAD-IN

Do you remember Kostas' class environmental project?

Besides giving information about recycling to their fellow pupils, Kostas' class decided to do a survey about pupils' environmental attitude. Think of questions to ask your classmates.

B READING

These are some of the questions included in the pupils' questionnaire. Read them carefully and answer them to find out if you love planet Earth.

DO YOU LOVE OUR PLANET?

Let's find out together. Remember to be honest!

1. Do you turn off the light when you leave your bedroom?
   a. Yes, always b. Sometimes c. No, I don't.
2. How do you usually go to school?
   a. By car b. On foot c. By bus
3. What do you usually do with your rubbish from a picnic?
   a. I leave it there b. I put it in a rubbish bin c. I take it home
4. Do you use both sides of a piece of paper when you write?
   a. Sometimes b. Never c. I usually do
5. Do you ever use recycled paper?
   a. What's that? b. Usually c. Sometimes
6. What do you usually do if there is rubbish on the beach?
   a. I take it and put it in the litter bin b. I leave it on the beach c. I throw it in the sea
7. Do you buy plastic cups, knives or forks?
   a. Yes, I do. I hate washing up b. Sometimes c. No, never
8. Do you watch environmental programmes on TV?
   a. No, never b. Very seldom c. Yes, always
9. Do you leave the water running when you brush your teeth?
   a. Yes, I do. b. Sometimes. c. No, never.
10. Do you take part in planting expeditions with your school or city?
    a. Yes, sometimes. b. No, never. c. Yes, I usually do it twice a year.

(Adapted from Myles, J. (2001) Holidays and Special Days in the USA and www.link2english.com)

Check the answers in the Answer key to see whether your attitude to nature is positive or not.

Answer key			
Question 1.	a. 3 points	b. 2 points	c. 1 point
Question 2.	a. 1 point	b. 3 points	c. 2 points
Question 3.	a. 1 point	b. 2 points	c. 3 points
Question 4.	a. 2 points	b. 1 point	c. 3 points
Question 5.	a. 3 points	b. 1 point	c. 2 points
Question 6.	a. 3 point	b. 1 points	c. 2 points
Question 7.	a. 1 point	b. 2 points	c. 3 points
Question 8.	a. 1 point	b. 2 points	c. 3 points
Question 9.	a. 1 point	b. 2 points	c. 3 points
Question 10.	a. 2 points	b. 1 point	c. 3 points

24-30 points: Congratulations!!! You are a friend of the Earth after all. Keep up the good work and try to encourage other people to follow your example.

17-23 points: You take care of our planet, but not as much as you should. Why not try harder? Our planet needs your help!

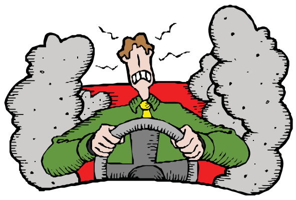
10-16 points: Well, I'm afraid your attitude to Earth is not friendly. You must try hard to protect nature. After all, you belong to nature. Have you ever thought of that?

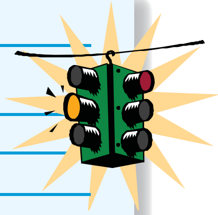
C SPEAKING & WRITING

In small groups decide how you can organize a small project to inform pupils in other schools around the world about environmental problems in our town/city/country. You must think of 2 or 3 activities that you can prepare with your partner and make a list. By the end of the school year report back into class on how many of these you and your family were able to do.

Stages:

- Choose your team
- Decide on the issues and write them down clearly
- Decide on what information you need to gain a better understanding of the problems
- Decide where you will find this information
- Elicit possible and achievable(!) solutions to the problems
- Choose solutions
- Think of who will outline and present the solutions
- Decide on who will prepare the presentation
- Decide on what realia you will need for the presentation (photos, newspaper cutouts, poster, leaflet, short video, drawings)





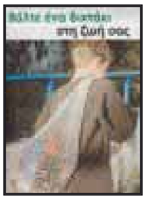
Project title:

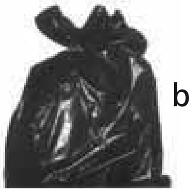
Monday	We are
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

✎ *See Appendix, page 140, Activity A for an alternative speaking task.*

D LISTENING

Kostas and his father are talking to people who are taking part in a CLEAN UP GREECE (www.cleanupgreece.org.gr) summit meeting for the environment organized in Athens. Listen to some tips that one of the participants offers to Kostas. He believes that people should follow them when they go shopping so they can reduce waste. Put a tick ✓ next to the pictures which are positive advice or a cross ✗ next to negative action.


a. ....


b. ....

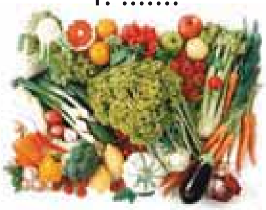
c. ....

Kostas

d. ....

e. ....

f. ....



Create a slogan and put it up on the classroom wall.

5 Unit

GRAMMAR FOCUS

Study the following sentences to see how we can talk about

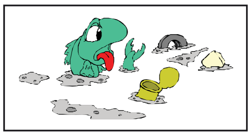
a) abilities
I can speak English.
Dogs and rhinos can swim but **elephants** or **cats can't.**
We can plant trees to make our neighbourhood prettier.

b) obligations
People must obey the laws of their country.
We must do everything we can to help the Earth survive.

c) how we can give advice in English.
You should write on both sides of a piece of paper so as not to waste any paper.
What do you think I should do?
I think you should study harder to get better marks at school.
You shouldn't be so rude to your granny, Clarice! She's an elderly person and deserves your respect!

E PAIR OR GROUP WORK

- *Work in pairs or groups and prepare posters using ideas from this unit or your own ideas about environmental protection.*
- *Discuss with your fellow pupil or pupils and decide what to include in your posters and why. You may use the expressions in the Grammar Focus to decide upon action that is absolutely necessary (obligation) or action that is worth taking (advice).*
- *You could also talk about environmental problems shown in the pictures below.*
- *You could also use your ideas from Activity C.*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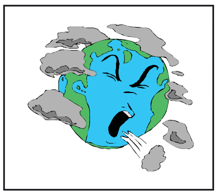
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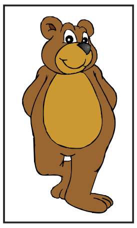
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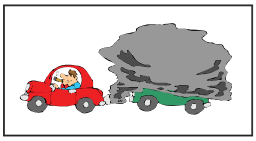
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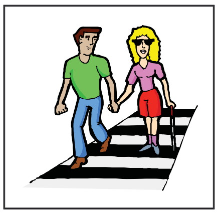

....

F READING & WRITING

DIFFERENT COUNTRIES
DIFFERENT PROBLEMS
ONE SOLUTION
....ACT NOW!

Learning strategies

TO BE BETTER AT READING
- ☐ I try to guess what it's about
- ☐ I read the text once to get an idea
- ☐ I don't worry about unknown words

text adapted from: *www.panda.org/about_wwf/what_we_do/forests/about_forests/importance/*

Mediterranean Forests

The Mediterranean is one of the most important regions in the world for its forests. These forests are situated in an area between the European, African and Asian continents and are very important for their biodiversity features – plants and animals.

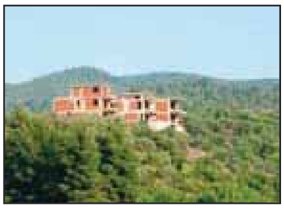
But the Mediterranean forests are under threat. One of the most serious threats is fires. This has caused serious problems in the area during the last few decades. Other general threats to the Mediterranean forests are:

- Climate change
- Droughts and floodings
- Extensive building development
- Atmospheric pollution

Task: Read the text, look at the photos and then make a chart listing country in the Mediterranean area and problem and (where possible) solutions. Discuss with your partner.

Italy
People cause fires

Lebanon
Violence and war destroys the natural environment



Greece
Building development threatens forests

Turkey
Too much lumbering reduces forests

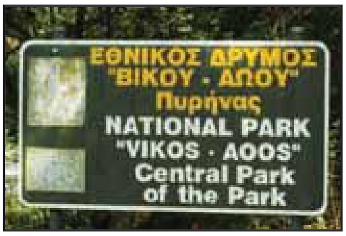
Lesson 3 MY WORK CAN MAKE A DIFFERENCE!

A LEAD-IN

Have you ever visited a forest? What can a person do and what cannot do in a forest? Think and discuss with your partners.

B SPEAKING & WRITING

You want to send this photo to your friend in Australia who is going to visit Zagorochoria next summer. Tell him what the problems are and what he should do when he is there. Make a list like the one in the Activity F, page 69.



PROBLEMS	ADVICE

✎ *For extra WWF guidelines on Zagorochoria, see Appendix p.141. Transfer these guidelines, which are in Greek, into English and fill in the boxes above.*

CROSS CURRICULAR PROJECT

Work in small groups and imagine you are an English-speaking person who has moved to a new area and finds that some things must change. Look at the following issues. Choose one issue and prepare a project. Use the ideas from this unit and write to the Mayor of your town/city.

Issues: *1. Place recycle bins in public places*
2. Place battery-disposal bins in public places
3. Organize a planting expedition
4. Any other ideas you may think of

Prepare a poster encouraging people to take the situation seriously. Make sure they become aware of the problem and its solutions.

Finally, you can visit any of the websites mentioned in the Appendix and get information about environmental issues, learn about other places that face problems and what's more do the quizzes, fun activities, paint pictures and sing songs. Have fun!

✎ *For a fun **Recycling Board Game**, go to Appendix, page 142-143.*

SELF-ASSESSMENT TEST

Name:.. Class:............................

Date:.. Score:............/ 100

A. *Use the words in the box to fill in the following sentences.*

glass, reduce, litter, chargeable, reuse, print, disposal, recycle, friendly, pollution

1. We can do many things to save the environment from the rubbish.
   The first thing is ...., which means "try not to use something as much as you used to"
2. The second of the three "Rs" is ...., which ,again means " use it again"
3. And, finally, the third "R" is .... , which means "take it to special bins so that it is made into new material again"
4. The things we can recycle are paper, ..., aluminium and plastic.
5. Those who recycle take part in recycling projects are environmentally .... people.
6. The other word for rubbish is ....
7. We can save trees if we .... on both sides of our paper on the printer.
8. When we use the school bus we reduce traffic and air ....
9. You can take your batteries to battery- .... bins,
10. or else , you can use re-..................... batteries.

Points: .... / 30

B. *Spot the mistakes and rewrite the sentences in the space provided.*

1. What you will do tomorrow afternoon, Jack?
....
2. I'll meet John and we go to the sports centre.
....
3. We must to do everything we can to help save our planet.
....
4. Ok Mum. I promise I'm going to call you the moment we get to Korinthos.
....
5. If his plan work out, he's going to get the first prize.
....

Points: .... / 30

C. Match the sentences.

a. I'm afraid I can't answer the phone right now.
b. We're working on an environmental project.
c. I think I'll try out this idea myself.
d. Ann's having a barbecue tomorrow.
e. Are you going to hold an exhibition at school?
f. I'm very proud of you.
g. How do you like my new room?
h. Do you ever dispose of batteries?
i. Driving to work is not a very good idea, Dad.
j. Jack has made certain decisions.

i. I think it's fabulous.
ii. Would you like to come?
iii. No, but we're going to plant some trees up the hill.
iv. I'm having a shower.
v. You're doing your best to save Earth.
vi. What's that?
vii. Yes, all the time.
viii. Cars produce waste gases that can harm us.
ix. I'll let you know about the results as soon as possible.
x. For starters, he's going to recycle paper.

Points: .... / 20

D. Write a letter to the City Council.

Tell them what they can, should and must do to protect the natural environment around the area where you live. Write at least three sentences.

Dear Sirs,

....

....

....

....

Yours faithfully,

....

Points: .... / 30

Tick what's true for you:

Now I can:

- ☐ talk about recycling, the environment and take action
- ☐ talk about plans, intentions and obligation
- ☐ make hypotheses, promises and give advice on environmental issues
- ☐ change my habits at school or at home regarding rubbish
- ☐ organize a project about recycling
- ☐ answer or make a questionnaire
- ☐ use the Internet to get information

Learning strategies in English

READING: What I do to comprehend a reading passage.

- ☐ I read the title, look at the picture and try to guess what it's about
- ☐ I read the text once to get the main idea
- ☐ I look for specific bits of information
- ☐ I read and try and understand every word
- ☐ I don't worry about unknown words
- ☐ I try to guess the meaning from the context

Unit 6

GOOD, BETTER, BEST!

In this unit:

- ✓ We read about world records
- ✓ We write up a knowledge quiz
- ✓ We listen to two children discussing their favourite holiday places
- ✓ We speak about the tallest mountains and longest rivers

Time for a short quiz.

6 Unit

Lesson 1 CHOOSE WHAT IS BETTER

A HOW DIFFICULT IS IT TO CHOOSE A PRESENT?

Tell the class the times during the week when you have to make a choice. Can you think of things that you have to choose between? E.g. What's best for my mid-morning snack at school? A banana is a lot healthier than a bar of chocolate, but I prefer chocolate!

B READING & WRITING

Look at the following pairs.

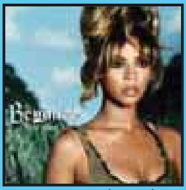
Modeling Shop

Radio-controlled model glider
Price: 50 €

Plastic model
Price: 18 €

MUSIC STORE

The Beatles (1967)
Price: 15 €



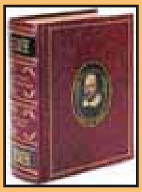
Beyoncé (2006)
Price: 22 €

COMPUTER GAMES STORE

World Rally Computer Game
Price: 35 €

War Computer Game
Price: 33 €

BOOKSTORE



Shakespeare (1623)
Price: 45 € (hardback)

Harry Potter (2005)
Price: 30 € (hardback)

Mark and his friends are going to Jim's birthday party. Mark knows Jim is interested in many different things…. but he doesn't know exactly what to get him as a present.
Mark thinks the best presents are the radio-controlled model glider and the World computer game.
Do you agree with Mark? Write 2 sentences. Use some of these adjectives:

exciting, modern, old-fashioned, fun, fast, easy, difficult

Example: *The World Rally computer game is more exciting than the war one.*

a. ....

b. ....

C LISTENING & WRITING

Listen to Mark and Dave talking about holiday places. Mark usually goes on holiday to Blackpool in north-west England. Over the phone his friend Dave (from Brighton) is telling him to come on holiday to Brighton. Mark then needs to tell his parents about Brighton. Write in the spaces below why, according to Dave, Brighton is a much better holiday place than Blackpool.

1. ....

....

2. ....

....

Brighton pier

GRAMMAR FOCUS

Study the following examples to see how we can compare two people, things or places in English.

Books are **cheap**. Darts are **cheaper** than books.

NewYork is a **big** city. Los Angeles is **bigger** than NewYork.

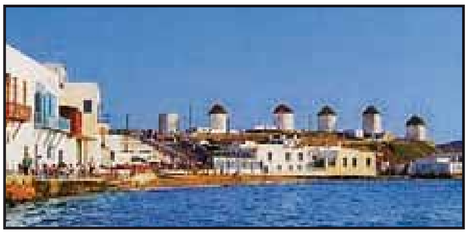
It costs **a lot** of money to live in NewYork It costs **more** money to live in Los Angeles.

Playing video games is **interesting**. Reading books is **more interesting** than playing video games.

D SPEAKING

Imagine you had been very lucky in a prize draw and you and your family had won a prize to go anywhere in Europe for one long weekend (3 days) with all expenses paid. For example, a weekend in Paris, incl. Eurodisney, or a weekend in Finland to see where Santa Claus lives or to a beautiful island in Greece. The prize cannot be exchanged and the holiday has to be taken. Where would you go and why?

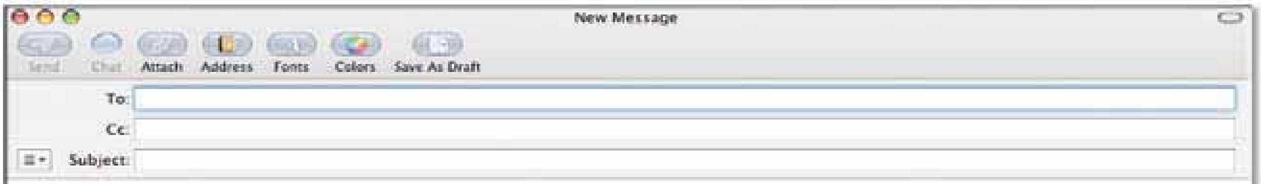
1. *Make a list where you categorize your 3 top destinations in order of preference. List them in the following chart.*
2. *Compare with your other classmates and see if others share with you the same destinations-share your thoughts about the places and compare and contrast.*
3. *Which destination comes out on top?*



Holiday Destinations
1.
2.
3.

E LIVING IN THE CITY OR IN THE COUNTRYSIDE?

Mark who lives in London is chatting on the Internet with his friend Steve, who lives on a farm about 50 miles from the city and with Kostas, who lives in Athens. Mark is worried about all the problems of living in a big city. Read the chat conversation.



Mark: Steve, do you enjoy living in the countryside?

Steve: Not so much. I don't go out much because my dad is always busy with the farm. I don't go out with friends, I never go to the cinema. All I do is spend time watching TV.

Mark: Maybe you are better off. It is not always safe to go out in London. It's a lot safer where you live.

Steve: Yes, but life is more boring here.

Mark: You breathe fresh air all the time. There is a lot of traffic where I live in London and so the air is more polluted. Also your schools have fewer problems than our schools. We have a lot of children who need to be helped by special teachers. Kostas, do you enjoy living in Athens?

Kostas: Yes, even if it is a big city, Athens is a safe city which has a lot to offer for children and teenagers. I think living in Athens is a lot better than living in the countryside. In the countryside you are cut off.

True or False. *Circle the correct answer and discuss your answers with your partner. Do you agree with Mark?*

Steve thinks living in the countryside is better than living in the city.	T	F
Steve sees his friends very often.	T	F
Mark thinks London is not very safe.	T	F
Mark believes pollution is a problem in London.	T	F
Kostas thinks living in Athens is better than living in the countryside.	T	F

F SPEAKING: ROLE PLAY

Kostas and Mark are talking to each other and finding out more about each other's cities. Imagine you are Kostas and Mark is classmate of yours. Each of you say two things which compare each other's cities.

Ex. *More people live in London than in Athens.*

	Athens	London
Population (Greater Urban Area)	3.7 million	13 million
Highest Average Monthly Temperature	32 C	21 C
Years of recorded history	3.000	2.000
Football teams (1st division)	6	4
Metro/Tube lines	3	12
Daily occupancy of Metro/Tube	550.000	3.000.000
No. of Olympic Games held	2	3
No. of Airports	1	5

Athens Metro Map

London Tube Map

G WRITING

Write a short report comparing two Greek cities or towns excluding Athens and Thessaloniki. Working in pairs, first find information about the two cities or towns and fill in the chart below. Then write a report on the two places.

	Town A:	Town B : ....
Size		
Population		
River		
Average Temperature		
Mountains		

....

....

....

....

Lesson 2 WORLD RECORDS

A LEAD-IN

In pairs discuss and write down the answers to the following:
1. Who is the tallest pupil in your class?
2. Who's got the longest hair? Compare your answers with those of the pupil next to you.

B READING

Read the following from the Guiness Book of Records website

1. The Tallest Woman in the World

Yao Defen is the tallest woman in the world. She is 2,36 metres tall and is 34 years old (in 2008). By the age of 11 she was already 1,85 m. tall. She works as a performer in a circus, together weith her father and brother.

2. Biggest aircraft pulled

David Huxley pulled a Boeing 747-400, weighing 187 tonnes (184 tons), a distance of 91 m (298.5 ft) in 1 minute and 27.7 seconds on October 15, 1997 at Sydney, Australia. David has now retired from the strongman circuit. He currently owns and runs an event management and public relations company called Tartan Warriors, based in Sydney, Australia.

3. The Largest Palace in the World.

The Istana Nurul Iman is the largest residence in the world. It belongs to the Sultan of Brunei. It is 200.000m2 and it has 1788 rooms and 257 bathrooms.

4. Heaviest Car Balanced on the Head

England's John Evans balanced a 159.6 kg (352 lb) Mini on his head for 33 seconds at The London Studios, UK on May 24, 1999. John's a gigantic guy. He's 2 meters tall and weighs 155.7 kg (343 lb) and has a 60.9cm (24-inch) neck.

5. The Longest Venomous Snake in the World

The King Cobra is the longest and one of the most dangerous snakes in the world. It lives in Southeast Asia and it can reach a length of 5.70 cm. A very small amount of its poison can kill an elephant or twenty people. Like all snakes it swallows its preys whole.

(www.guinessworldrecords.com) and fill in the correct answers in the quiz:

QUIZ

1. The tallest woman in the world lives in ....
   a. China b. America c. Asia
2. She is .... cm tall.
   a. 2.31 b. 2.63 c. 2.36
3. David Huxley pulled the .... plane in the world.
   a. lightest b. oldest c. heaviest
4. The largest palace in the world has .... rooms.
   a. 1877 b. 1788 c. 1988
5. John Evans balanced a .... on his head.
   a. motorbike b. Mini c. bus
6. The longest snake in the world lives in southeast ....
   a. Africa b. Australia c. Asia

Learning strategies

TO BE BETTER AT LISTENING
- ☐ I try to get the general idea
- ☐ I try not to understand every word
- ☐ I learn by listening to my teacher

C SPEAKING

In pairs, ask and answer the following questions. Then make 2-3 questions of your own about world records and ask each other.

1. Who is the tallest woman in the world? • 2. Who can pull the heaviest plane in the world?

D INTERNET RESEARCH

*Check the internet address "**http://www.guinessworldrecords.com**" and find the two most interesting records for you. Write them here and tell your partner why they are so interesting. Then discuss in small groups and see which is the most popular record.*

	Record 1	Record 2
Person		
What he/she did		
When		

E LISTENING

Mark is looking to buy a new laptop so he can work on the Internet more quickly. He's in a computer shop and the shop assistant is explaining the differences between the 3 models, the WP, the Contact and the Sory. You are with Mark. Listen to the conversation and fill in as much as you can of the chart with the information provided- use comparatives and superlatives. Which one would you buy for yourself and why?

LAPTOPS	WP	CONTACT	SORY
1. Cost			
2. Drive			
3. Weight			
4. Screen definition			
5. Extras			

GRAMMAR FOCUS

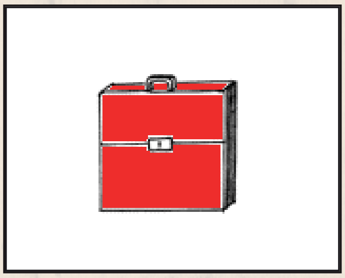
Study the following examples to see how we compare people, things or situations to the rest of the world.

The King cobra is one of **the longest** and one of **the most dangerous** snakes in the world.
Xi Shun is **the tallest** man in the world.
Do you know who **the richest** man in the world is?

Jim is a **good** pupil. Helen is a **better** pupil than Jim.
Sophie is **the best** pupil in class.

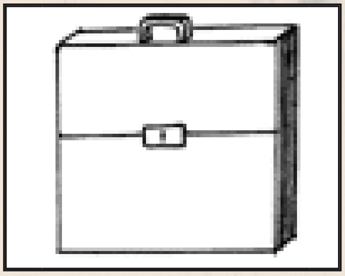
This food tastes **bad**. This one tastes **worse** than the first one. This food here tastes **the worst** of all.

There are **a lot** of people in Africa. There are **more** people living in Asia than in Africa. China is **the most** populated country in the world.



The red bag is **the smallest** of all

The blue bag is **bigger than** the red one and **smaller than** the white one.



The white bag is **the biggest** of all.

F SPEAKING

Look at the example and tell your class about the following rivers and mountains.
Use the adjectives long-short, high-low:

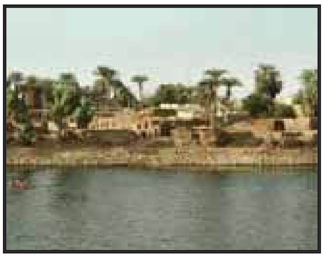
The Thames

(346 km)

The Amazon

(6.516 km)

The Nile



(6.695 km)

Mt. Taygetos

(2407 m)

Mt. Parnassos

(2457 m)

Mt. Olympus

(2918 m)

G WRITING

Discuss this advertisement in class.
Now create your own advertisement for toys, books, etc.
by using the following steps: 1. Choose a theme.
2. Collect information. • 3. Find a photo.
4. Write a slogan and some key points, using the language
you learned in this lesson. See the Appendix page 144
for notes on how to write a good advertisement.
5. Lay out all the above on a piece of cardboard in the
following way (but bigger) and stick up on the classroom wall.

Photo	
	1. ....
	2. ....
	3. ....
	4. ....
	5. ....

✎ *If you find this task too difficult, go to Appendix, page 144, Activity A.*

6 Unit

Lesson 3 A KNOWLEDGE QUIZ

A WRITING

How much do you know about the world? Complete this knowledge quiz and find out:

1. Which is the highest mountain in the world?
a. Mont Blanc - the Alps b. Mt. Aconcagua - the Andes c. Mt. Everest in the Himalayas

2. Which of these is the smallest country in the world?
a. Andorra b. The Vatican c. Malta

3. Which of these planets is hotter?
a. Venus b. Earth c. Mercury

4. Of the three planets which is the biggest?
a. Uranus b. Jupiter c. Pluto

5. Which is the deepest ocean in the world?
a. The Pacific b. The Atlantic c. The Indian

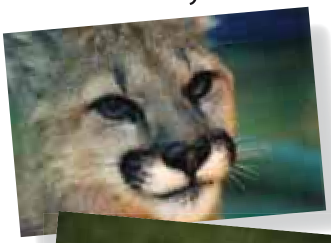
6. Which is the fastest animal in the world?
a. The puma b. The gazelle c. The cheetah

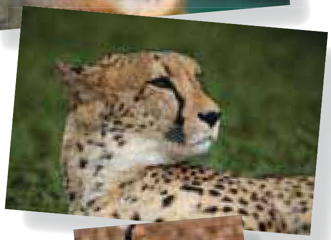
7. Which of the following is the fastest?
a. Ferrari b. Toyota c. Fiat

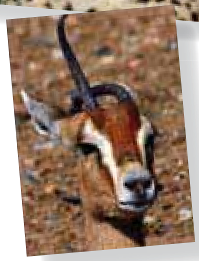
8. Which of these three rivers is longer?
a. The Acheloos b. The Pinios c. The Aliakmonas

9. Which is the nearest planet to Earth?
a. Mars b. Saturn c. Neptune

10. Which is the longest lake in Greece?
a. Iliki b. Prespa c. Trihonida







Check your answers with your teacher and classmates or if in doubt look on the Internet.

CROSS CURRICULAR PROJECT

GAME: Make your own knowledge quiz and play the game in class.

1. Work in groups of 4 students and prepare questions for your fellow students.
2. Look in your school books, encyclopedias, the internet and collect information for your knowledge quiz.
3. Prepare 3 questions in each of the following subject areas: People & Places, Science & Technology, Art & Culture, The Natural World, Sports. Use Comparatives and Superlatives, which you have learnt in this lesson. Ask your teacher to check your questions – to be fair, they must not be too difficult!
4. Discuss what the prize should be.
5. The group which answers the most questions correctly wins and they get the award of The Cleverest Students in Class and the prize!

SELF-ASSESSMENT TEST

Name:.. Class:............................

Date:.. Score:............/ 100

A. Complete the dialogue.

Maria and Anastasia are two children. Maria is a very sweet girl, who is proud of everything she has and knows. Anastasia is a rich, difficult child who is very jealous of Maria and doesn't like Maria. Imagine a conversation between the two. Use comparatives and superlatives in every line Anastasia says:

Example:

Maria: The snack my mother gave me today is so good......

Anastasia: But my snack is better!

Maria: I think my chair is comfortable!

1. **Anastasia:** ....

Maria: I'm happy with the shoes my mum & dad bought me. They're fashionable.

2. **Anastasia:** ....

Maria: I'm happy with my drawing. It's colourful!

3. **Anastasia:** ....

Maria: I think I did my homework well!

4. **Anastasia:** ....

Maria: ...this book is interesting!

5. **Anastasia:** ....

Points: .... / 30

B. Correct the sentences:

1. Lina is my better friend.

....

2. Quebec is one of oldest cities in Canada.

....

3. The happier day of my life was when I came first in my class.

....

4. Her pronunciation is better of mine.

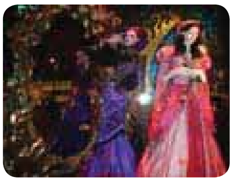
....

5. I have most friends than you.

....

Points: .... / 15

C. Put the adjectives in the correct form (comparative, superlative):



1. Her dress is (pretty) .... than mine.
2. Cheetahs are (fast) .... animals we can find.
3. Eating fruit and vegetables is (healthy) .... than eating hot dogs.
4. I like milk (good) .... than coffee.
5. China has (many) .... people than any other country in the world.
6. The blue whale is (heavy) .... animal in the world.

7. Which is (big) ...., Portugal or Spain?
8. Travelling by plane is (comfortable) .... than travelling by car.
9. He is (untidy) .... person in class.
10 Buying things from plastic is (bad) ....than buying things from recycled paper.
11. The Nile is (long) .... river in the world.
12. In Mark's opinion History is (difficult) .... than Geography. However, it is (interesting) ....

13. Antarctica is one of (cold) .... places on Earth.
14. Greece is (hot) .... than England.
15. Mirror, mirror on the wall, who's (pretty) .... of them all?
16. Elvis Presley is one of (popular) .... rock singers ever.
17. Jenny is (tall) ....than Alice even though she is (young) ....
18. Switzerland is one of (rich) ....countries in the world.
19. People in Africa are the (poor) .... in the world.
20. Alexander the Great was a (good) .... leader than Xerxes.

Points: .... / 40

D. Put in than, of, in:

1. Who's the tallest boy .... class?
2. Her shoes are prettier .... mine.
3. Parachuting is the most exciting sport .... all.
4. Which is the hottest month .... the year?
5. Mt Olympos is higher .... Mt Parnassos.

Points: .... / 15

Tick what's true for you:

Now i can:

- ☐ compare between two things or people
- ☐ compare between things/persons
- ☐ make knowledge quizzes
- ☐ answer or write a geography questionnaire
- ☐ use the Internet to get information about things

Learning strategies in English

LISTENING...

- ☐ I try to understand the general meaning
- ☐ I try to understand every word
- ☐ I daydream
- ☐ I like it when my teacher speaks English

Unit 7

GOING BACK IN TIME

In this unit:
- ✓ We read about William Shakespeare
- ✓ We write about a famous person
- ✓ We listen to people talking about two famous theatres
- ✓ We speak about Alexander the Great

Changes: from the past to the present.

THE PAST

1. Experiences
2. Daily Life
3. Historical Events
4. Changes

7 Unit

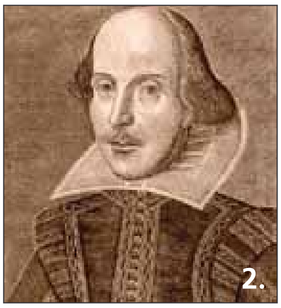
Lesson 1 FAMOUS PEOPLE OF THE PAST

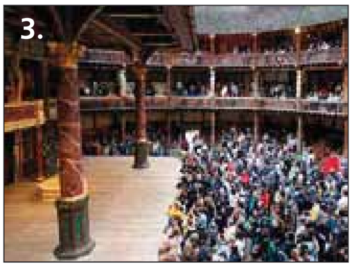
A LEAD-IN: FAMOUS THEATRES & PLAYWRIGHTS

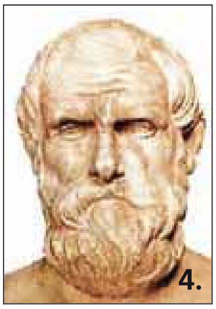
Nadine is doing some research on the theatre. She downloaded some photos but forgot who/what they were. Can you help her and match the names to the photos?

a. Aristophanes, **b.** Epidavros Ancient Theatre, **c.** The Globe Theatre, **d.** William Shakespeare

1.


2.


3.


4.

B READING: ALL ABOUT SHAKESPEARE

Nadine is studying about William Shakespeare. She has some information about him, but she isn't sure. She writes to Mark and asks for help.

> *Mark,*
> *Help! I must present something about Shakespeare but I don't know anything about him.*
> *Thanks, Nadine*

Mark sends Nadine this information.

We don't know a lot about Shakespeare but we do know the following.

- He was born in 1564 in Stratford-upon-Avon, about 150 km north west of London. He died in 1616, aged 52.
- He wrote 37 plays, one every 18 months. He wrote his first play when he was 25.
- He worked as an actor. Many times he acted in his own plays.
- He had his own theatre, The Globe in London.

Learning strategies

TO BE BETTER AT READING
- ☐ I read with a clear aim in mind
- ☐ I imagine what is coming next
- ☐ I get a good understanding of the detail

- Shakespeare wrote Comedies, Histories and Tragedies. His most famous plays are: Hamlet, Romeo and Juliet and The Merchant of Venice.
- There are over 60 films based on his plays.

Go to the Appendix, page 145, Activity A, for extra work and an explanation of "To be or not to be".

Preparing her presentation

Write some sentences for Nadine to help her with the presentation. Use the topics listed.

Topics	Statements
Place of Birth	Shakespeare was born in Stratford-upon-Avon
Date of Birth	He was born in 1564.
Plays	
How long to write a play	
Theatre	
Famous plays	

C TWO FAMOUS THEATRES

Listen and fill in the missing information about the Globe Theatre.

The Globe Theatre we see in London today is a copy of Shakespeare's theatre. Mark goes to the Globe Theatre. He listens to a guide who gives more information about this theatre.

	Epidaurus	The Globe Theatre
Location	Epidaurus, Argolida	Southwark, London
Date built	360 BC	1599
Seats	14,000	
Rows	55	
Open or closed	Open	
Shape	Semi-circular	Circular
Made out of	Stone	
Acoustics	Excellent	
Women's roles	Played by men with masks	Played by young men

Kostas finds out Mark and Nadine are talking about theatres. There are many beautiful ancient theatres in Greece. He adds information in the same chart about the most famous ancient theatre in Greece, the Theatre of Epidaurus.

Do you remember the comparatives you studied in Unit 6? Write 3 sentences comparing and contrasting the 2 theatres.

e.g. *Epidaurus is much older than The Globe.*

1. ....

2. ....

3. ....

GRAMMAR FOCUS

Simple Past Tense (Affirmative)

Study the following sentences to learn how we can talk about people of the past.

El Greco (Doménikos Theotokópoulos)

El Greco **was born** in Hania, Crete in 1541. At that time Crete **was** part of the Republic of Venice.

As a young man he **studied** Byzantine icon painting in Hania. He **moved** to Venice in 1567 where he continued to study painting. In 1570 he **went** to Rome. He **lived** and **worked** in Rome until 1577.

In 1577 he **moved** to Spain in Toledo, near Madrid where he **lived** and **worked** until the end of his life. He **died** in 1614 at the age of 73.

El Greco **had** a very individual style. His paintings show both Byzantine and Italian styles. They also show strong Catholic religious elements from Spain.

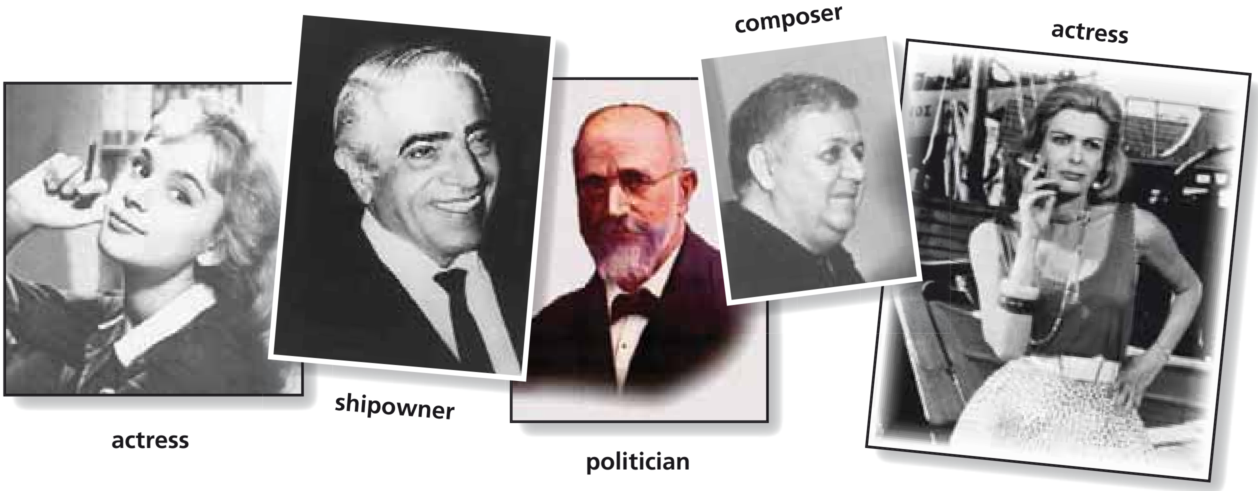
He is one of the most famous painters of the 16th century. His paintings **influenced** many famous artists after him, for example Picasso and Cézanne.

In honour of El Greco, Nikos Kazantzakis **called** his autobiography "A Tribute to Greco".

	Present	Past
Most regular verbs	work	work**ed**
	call	call**ed**
	show	show**ed**
Verbs ending in "e"	live	live**d**
	move	move**d**
	die	die**d**
Verbs ending in consonant +-y	study	stud**ied**
Verbs ending in one stressed vowel	shop	shop**ped**
+ one consonant (except w and y).	stop	stop**ped**
	plan	plan**ned**
	refer	refer**red**

D MORE FAMOUS PEOPLE FROM THE PAST

Work in groups. One pupil, the game leader, chooses a famous person. The rest of the group make statements and must find out who the person is. For each correct statement the game leader says yes and for each wrong statement he/she says no.
E.g. (for Onassis): "He was a famous shipowner"; "Yes".



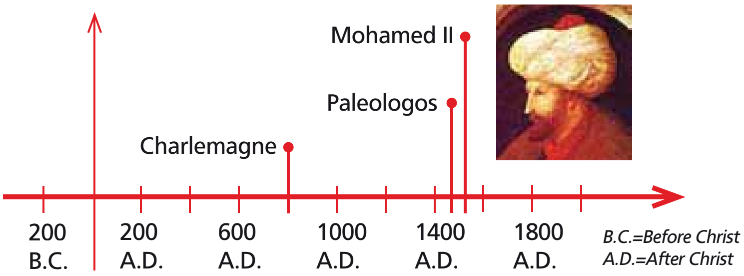
E SPEAKING: PREPARE A PRESENTATION

- *In small groups choose one of the following famous leaders and prepare a presentation about them:*

  1. *Charlemagne (747-814)*
  2. *Konstantinos Paleologos (1404-1453)*
  3. *Mohamed II (1432-1481)*

- *Use the following guidelines.*

– *How did he become famous?*
– *What did he do during that period?*
– *What was life like in that period?*



- *From the Internet find and print out an image of the person.*
- *During the presentation other pupils should keep notes. Then ask each other questions and discuss.*

7 Unit

Lesson 2 PAST EXPERIENCES

A LET'S PLAY A DETECTIVE GAME

A picture is a thousand words. Look at the following picture and answer the questions below.

1. Where?
- Is this person in London or Athens?
- Is this person at the Post Office or Police Station?

2. What?
- This man has done something wrong. What? Do you have any ideas?

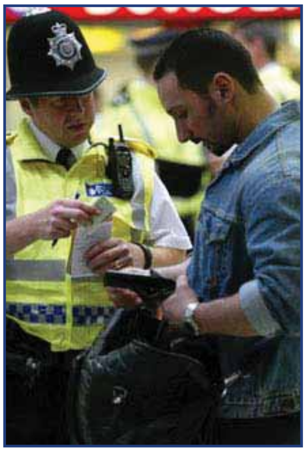
Find out more in the rest of this lesson!

B WHAT JACK SMITH SAYS

You are watching a crime series on TV. The title of tonight's episode is "The Alibi". In this episode the scene takes place at the Police Station in Central London. It is Tuesday, 5th May.

Yesterday there was a bank robbery at twenty past four in the afternoon. The policeman is interrogating Jack Smith about the robbery.

Read the following sentences about what Jack Smith said he did between 3.30 and 5.00 pm. Jack Smith often changes his mind!!



1. He says he left the restaurant where he works at 3:30 pm.
2. First he says he got back to the restaurant at 4:00, then he agrees it maybe was 5:00.
3. First he says he stayed in his boss's brother's office for 45 minutes; then he agrees it maybe was only a couple of minutes.
4. First he says he had a chat with his girlfriend in his boss's brother's office, then he says he stayed with her for a long time out of the office, maybe for 1 hour.

Then listen to the conversation between the policeman and Jack Smith. Are all the above sentences correct?

C ROLE-PLAY

In pairs, one of you is the policeman and the other Jack Smith. Match and act out the questions and answers.

1. Where were you during the afternoon of May 4th		**a.** I left at 3.30.
2. What time did you leave the restaurant?		**b.** We went to a café.
3. Why did you go out ?		**c.** I left some documents.
4. What time did you get back to work?		**d.** I went out to buy some doughnuts.
5. What did you do in the office of the boss's brother?		**e.** I was out of the restaurant.
6. Where did you and your girlfriend go?		**f.** I got back at 5.

D LISTENING: SUE'S VERSION OF THE STORY

The police are interrogating Jack's girlfriend, Sue Adams. Listen to the conversation and put the events in the correct order, according to what she says.

(a) .... Then he suggested going out for a cup of coffee.

(b)....... He didn't say anything, he just told me he was tired.

(c)....... He was a bit silent while we were there.

(d)...1... Jack turned up at my office at about half past three.

(e)....... I asked him what the matter was.

(f)....... He rushed out of the café.

(g)...2... He looked concerned about something, so I was worried about him.

(h)....... We went to his favourite café opposite my office.

(i)....... It was a quarter to four!!!

(j)....... Suddenly, he said that he had to leave.

E WRITING: JACK AND HIS GIRLFRIEND'S VERSION

Compare and contrast the two versions and fill in the chart below.

The same	Different

F GROUP WORK: GIVE YOUR OWN ENDING

What do you think really happened? Does what Sue Adams say support Jack's alibi? Is Jack innocent or guilty after all? Decide in groups and explain your arguments to the other groups.

GRAMMAR FOCUS

Simple Past – Negatives and Questions

Read and study the following sentences and learn how we can ask and answer questions in the past.

Can you guess who he is: El Greco or Theophanis the Greek?

- Where **was** he born? He **wasn't** born in Hania and he lived in Russia for 40 years.
- **Was** he a playwright? No, he **was** a painter!
- What **did he paint**? He **painted** religious images in churches and portable icons.
- **Did he live** in Crete all his life? No, he **lived** in Novgorod, in Volotov and in Moscow.
- **Did he paint** in a Byzantine style? Yes, his pictures are famous for the peaceful look on their faces and their heavenly characteristics. His pupil Andrei Roublev was also a great Byzantine painter.

Mount Athos

G SPEAKING & LISTENING: ANOTHER WITNESS

Mrs White is being interrogated by the police about a bank robbery in London. Work in pairs and use the pictures. What do you think Mrs White said to the policeman?

Now listen to the cassette and see if you were right.

H MRS. WHITE'S STORY: DIFFERENT ENDINGS

The teacher will now provide you with information for different endings to the story.

- *Write a short passage describing what happened.*
- *Then read your passage out to the class.*
- *Discuss the different endings and decide which is the most likely to happen.*

Mrs White

7 Unit

Lesson 3 ALEXANDER THE GREAT

A WHY WAS HE "THE GREAT"?

Mark asked Kostas why Alexander was such a great leader. Kostas found this text.

Alexander was born in 356 BC in Pella, Macedonia to King Philip II. At 20, after his father's murder, he became king. From the age of 22 until his death at 33 he conquered most of the known world, reaching as far as India.

1. The Persians were his major enemy. They were very strong in sea power. Alexander did not have a strong navy. He was afraid of the Persian navy. In order to stop the Persian navy he did not attack the ships. Instead he destroyed their ports.

2. In the battle of the river Issus, he did not feel strong. So he changed tactics. He himself led a focussed attack on Darius, the Persian king. Darius's personal guard did not hold the attack. Darius withdrew and his troops followed.

3. Alexander wanted to capture Tyre, a city on an island very near to the coast of today's Lebanon. Tyre was very difficult to conquer. After several months of attack by sea Alexander changed tactics. He built a causeway. This way his troops marched up to the walls. They used land attack tactics Tyre was captured soon afterwards.

4. Alexander wanted to control the lands he had conquered. In order to do so, he told his troops to live there. This way the ancient Greek culture and language spread to those lands.

Choose one of the following statements which show Alexander was a great leader. Explain why.

a. Alexander did not have a navy. Nevertheless he stopped the Persian navy.
b. At the battle of the River Issus he defeated the Persians, who had a bigger army.
c. Alexander captured the town of Tyre, which everyone thought impossible.
d. He controlled the lands he conquered well.

CROSS CURRICULAR PROJECT

1. Do you remember a film about Alexander the Great? Was it a good representation of Alexander the Great and his life? Discuss with your teacher and classmates. How about Robin Hood or King Arthur? Do the films represent the historical truth?

2. Choose a personality from your History book and say what makes them unique.

a. Use other sources to find out more about them.
b. Work in groups and present the information on a cardboard using pictures and short texts giving an outline of his/her life and deeds.
c. You may use the above text for guidance.

SELF-ASSESSMENT TEST

Name:.. Class:.............................

Date:... Score:............/ 100

A. Do the quiz. Write complete sentences.

Henry VIII

Anne Boleyn

1. What was the name of a famous Ancient Greek theatre?
2. Where was Alexander the Great born?
3. Who wrote the "Iliad" and "Odessey"?
4. In which country did El Greco live most of his life?
5. What was the name of Shakespeare's theatre?

Points: .... / 20

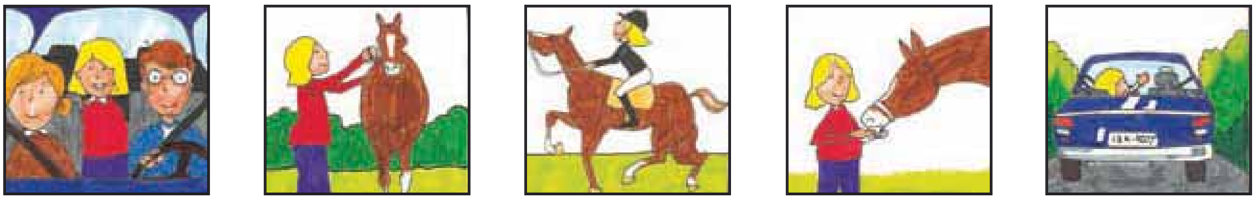
B. Create the dialogue by putting each section in the correct order.

(Introduction: Anne Boleyn was one of the wives of King Henry VIII, 1491-1547)

.....	Because I'm a ghost. But don't be afraid. I won't harm you.	**A**
.....	Why can't I touch you?	
.....	My name's Anne Boleyn.	
..1..	Hello! Who are you?	
.....	Yes, I know. I'm very sad.	**B**
.....	But do ghosts cry? I can see tears running on your face.	
.....	Because my husband killed me.	
.....	But why?	
.....	Killed you? Who was your husband?	**C**
.....	But why did he kill you?	
.....	King Henry VIII. And I was his queen.	
.....	Because I gave him a daughter.	
.....	Killed you? That's preposterous!	**D**
.....	Well, I suppose it made a lot of difference to my husband.	
.....	Well, he didn't want a girl. He wanted a son.	
.....	I don't understand. What's the difference between a son and a daughter?	
.....	And he killed you himself?	**E**
.....	Yes, I suppose he was. That's why I wander in the Tower of London, thinking of the old days. And I can only cry.	
.....	Well, not exactly. He ordered his soldiers to cut off my head.	
.....	Oh, my God! I can't believe it! He must have been a cruel person!	

Points: .... / 36

C. Look at the pictures and write what Nadine did last Sunday.



Last Sunday was a special day for Nadine. ....
....
....
....
....

Points: .... / 28

D. A horrible weekend.

The Antoniou family went away for the weekend, but they had a terrible time. Match the sentences to find out why.

1. The hotel room was very small
2. Everything was expensive,
3. The food was so bad that
4. They didn't swim in the sea
5. The beach was so dirty that
6. The hotel room was noisy
7. Their car had a flat tyre,
8. The nearest supermarket was half an hour away from the hotel

a. so they had to wait in the sun for over half an hour for the tyre to be replaced.
b. so they didn't buy any souvenirs.
c. they decided to sit by the pool instead.
d. so they had to walk there in the hot sun.
e. because it looked dirty.
f. they all got a stomach ache.
g. and their beds were quite uncomfortable.
h. as there was a disco nearby, so they couldn't sleep at night.

Points: .... / 16

Tick what's true for you:

Now I can:

- ☐ Talk about famous people of the past
- ☐ Talk about past / historical actions
- ☐ Write about a series of past events
- ☐ Put past events in order

Learning strategies in English

READING: Successful techniques

- ☐ I get a quick overview of the passage
- ☐ I get a good understanding of the detail
- ☐ I imagine what is coming next
- ☐ I read with a clear aim in mind

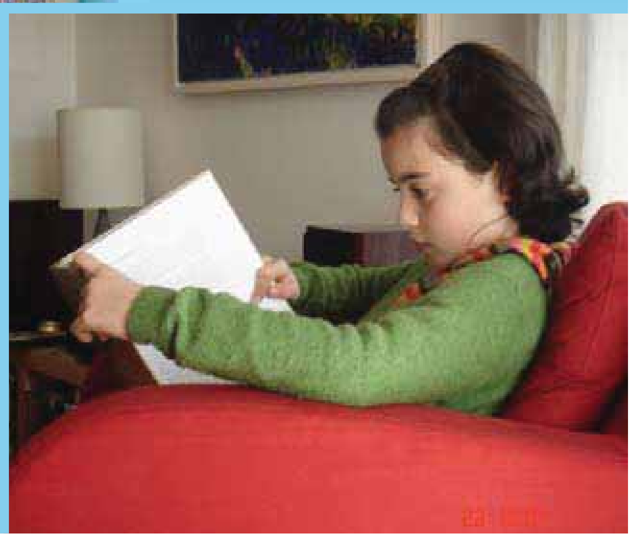
Unit 8

ALL ABOUT STORIES

In this unit:
- ✓ We read and write about a famous fairy tale
- ✓ We speak about traditional feast throughout the world

Fairytales and stories

- ◯ Little Red Riding Hood
- ◯ Theseus
- ◯ The Secret Seven

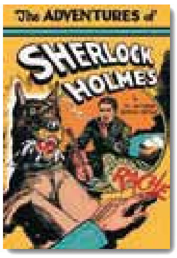


8 Unit

Lesson 1 FAIRY TALES

A LEAD IN: I LOVE READING!

Fill in the chart below with the names of the books you read recently. Then tell your classmates why you like them.



Category	Titles
Adventure	
Mystery	
Comics	
Other	

B READING: THE BEGINNING OF A FAIRY TALE

Nadine loves reading. She is fond of reading books in English, too. Below is the beginning of a story Nadine started reading last night.

Read it and work with your partner:
a) Decide what kind of book it is , and
b) Find a suitable title.

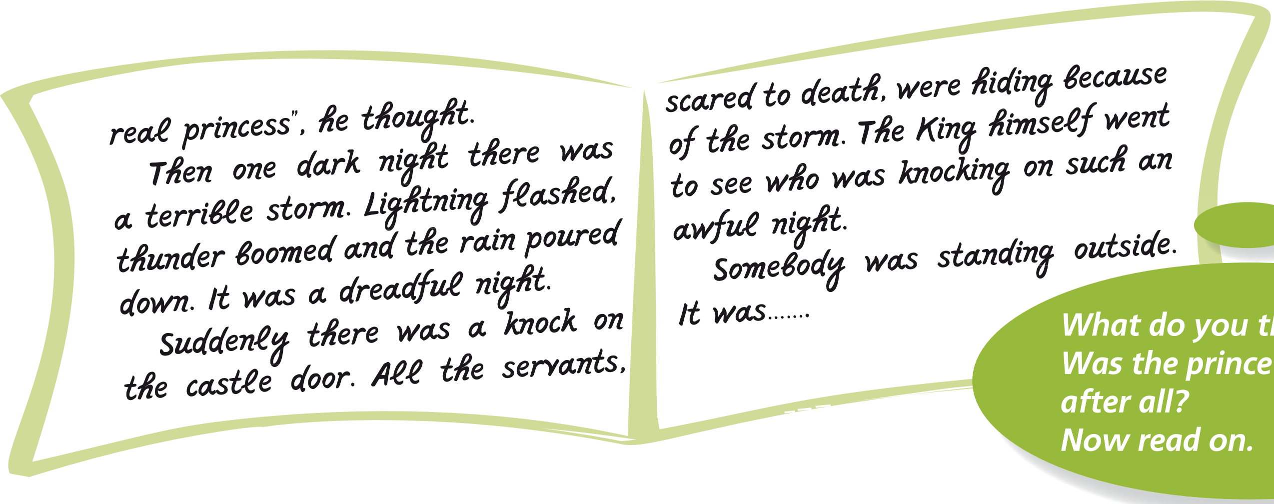
C A FAIRY TALE: THE STORY UNFOLDS

Once upon a time, there was a handsome young man who was the prince in a kingdom far away. He was looking for a princess to marry.

"She must be a real princess in all her qualities", said the Queen. The King agreed saying, "She must be beautiful, clever and sensitive. Yes, it is very important for her to be a true princess".

The prince rode off on his horse and went around the world to find a princess to marry. He stopped in every castle he came across on his travels. There were many princesses, some of them beautiful and some of them clever. But he wasn't sure whether they were real princesses or not. A real princess is a very special person, and one who is not easy to find.

He came home sad and lonely because he had not found the person he was looking for. "I'll never find a



What do you think? Was the prince lucky after all? Now read on.

Your classmates are planning to act out this story. Work with your partner to find the characters of the story and write adjectives that describe them. Use the spaces below. You could also draw their faces. Use a separate piece of paper if you have more characters.

Names: 1. ……………2. …………….. 3. ……………..   4. ………………

	Characters	Adjectives
1.		
2.		
3.		
4.		

D WRITING

Decide what happened during that stormy night. Then write 2-3 sentences in the spaces below. Who do you think was at the door? What happened next?

....

....

....

Compare your sentences with other classmates' work.

8 Unit

GRAMMAR FOCUS

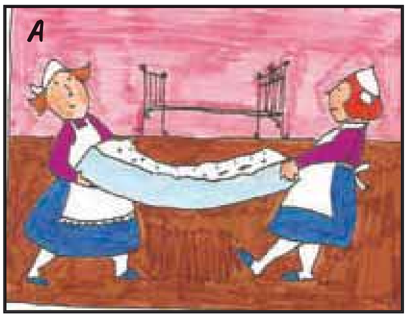
Study the following sentences to see how we can talk about past events that were going on for some time.

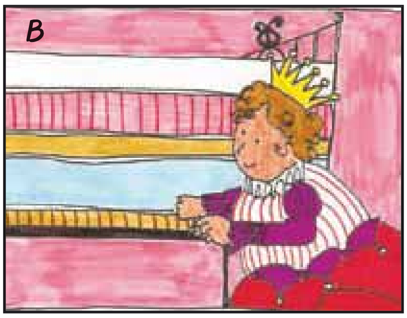
There **was** a terrible storm. The rain **was** pour**ing** down. Suddenly they **heard** a knock on the castle door. Somebody **was** stand**ing** at the door. While the storm **was** rag**ing**, the girl **was** walk**ing** up to the castle doors.

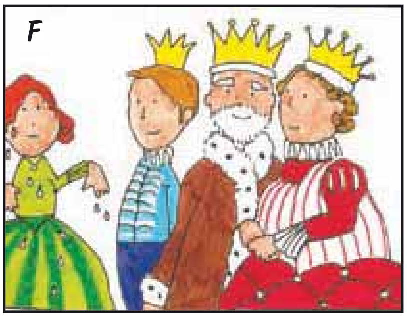
What **were** the servants do**ing**? They **were** hid**ing**.
Was the King hid**ing**? **No**, he **wasn't**.
Was it pour**ing** with rain? **Yes**, it **was**.

E A FAIRY TALE: THE ENDING

Listen to a cassette/cd of the fairy tale in this lesson, try to arrange the sketches and number them in the order you hear them happen. Then, give the tale a proper title. Do you know this fairy tale? Do you know who the writer is?







1. .... 2. .... 3. .... 4. .... 5. .... 6. ....

Now, go back to Activity C and make sure you have all the characters of the story.

F A FAIRY TALE: GETTING READY TO ACT IT OUT

Work in groups of 4 and decide who is going to take the role of the four main characters in the tale. Then, as a group, decide which scene of the ones above you would like to dramatize. You decide what you will say to each other and keep notes.

Character 1: ....

Character 2: ....

Character 3: ....

Character 4: ....

G A FAIRY TALE: ACT IT OUT

Now , in groups, you are ready to act out the scene you have chosen. You could use a simple puppet figure to represent your character. Draw or decorate your puppet so that it represents your character of the story.

When you're all ready, start role-playing and be ready to perform in front of your classmates.

Use any available material that could serve as background.

Learning strategies

DRAMA:

- ☐ I try out different roles in make-believe play
- ☐ Acting in a play often makes meaning clear

H WRITE A PLAY AND PERFORM A PUPPET SHOW

1. Write the small play in 3 Acts. Work as a group and with your partners you can write the rest of the story. Prepare the dialogues and try them out using your puppets. When you have it all ready you can add it in your portfolio. Later on, when you have prepared a small stage and added some music you can play your puppet show in front of the class. Make a puppet, glue a face and clothes on to the body, according to the character you want to have. From a paper box make a stage. Your teacher could also videotape the performance and let you put it in your Portfolio.

2. **SHADOW PUPPET THEATRE – KARAGIOZIS**: You could write a small play and put on a show where you could use the characters of the Greek Shadow Puppet Theatre (Karagiozis, Hadziavatis, Aglaïa, Barba-Giorgos, etc.) **www.karagiozismuseum.gr**. Also check the 5th Grade book of "Θεατρική Αγωγή", pages 99-100. Work in groups of 4-5 and write your own imaginative story. Then create your puppets to play the parts of your heroes. Use music, lights and act out your story behind a translucent screen. Your teacher could help you with all the necessary information.

Shadow puppet from Java.

8 Unit

Lesson 2 WHAT AN EXPERIENCE!

A LEAD-IN: GETTING SCARED

Have you ever had experiences which have made you really scared? Can you describe one of these experiences?

B READING

Read Mark, Kostas and Nadine's chat on the Net. Mark writes about an experience he had when he was walking home.
From the chat it is not very clear to you how things happened. For a better understanding, number the pictures that follow 1-5 in the correct order.

Mark: Hi there! How is everything? Let me tell you about a **nasty experience** I had yesterday afternoon.

Nadine: What happened?

Mark: Someone **scared me to death**.

Kostas: What do you mean?

Mark: Someone who seemed to be sleeping inside a car suddenly sat up. She **raised** her hands as if she wanted to attack me.

Nadine: What made that so scary?

Mark: When I first saw the person, she was so still she seemed dead.

Nadine: Where was the car?

Mark: Parked in the street on the way home.

Kostas: Was it during the day or at night?

Mark: It was in the afternoon.

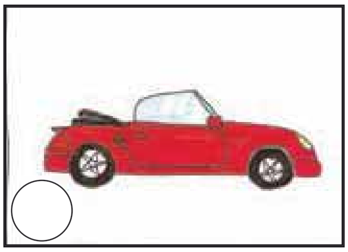
Kostas: What was the car like? Was it old? Did it look strange?

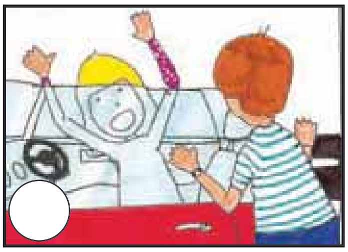
Mark: No, it was a very nice new **convertible**.

Nadine: Did you know the person? Was it someone who played a trick on you?

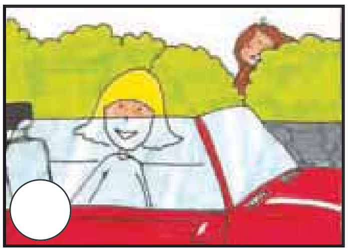
Mark: Yeees, it was my cousin Susan and her sister. Silly girls! She and her sister had come to visit us. Her sister was in the car and Susan was hiding behind some bushes. They **played a trick** on me to scare me. I didn't think it was very funny!

a

b


c


d

e


C USEFUL WORDS TO RETELL THE STORY

Find out the meaning of the following words (in bold in the text). Link the numbers to the letters. Use a dictionary to help you, if necessary.

1. nasty
2. play a trick
3. experience
4. scared the daylights out of me
5. raised
6. convertible

a. lifted up
b. very bad, awful
c. terrified me
d. to do something that makes the other person feel bad
e. something which happens to you
f. car with folding roof

1. ....b.... 2. .... 3. .... 4. .... 5. .... 6. ....

You want to tell a friend about what happened to Mark. Rewrite the story using some of the vocabulary you learned above.

D I WAS FRIGHTENED

Discuss. Work with 3 or 4 other pupils.

✓ *How would you feel if you were in Mark's shoes* when he saw the woman in the car?*
✓ *What do you think of the joke that Mark's cousin played on him?*
✓ *How do you think Mark felt when he realised what was going on? Can you blame him?*
✓ *Do you approve of this kind of humour?*
Have you had a frightening experience. How did it happen?

* *To be "in someone's shoes" means to be in someone else's situation.*

8 Unit

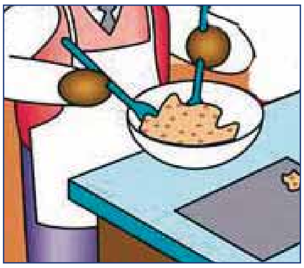
E LISTENING: THE BROWNS AND THE GUNSHOT

The Brown family were at home last Tuesday evening. Each member of the family was involved in their own activities when suddenly a gunshot was heard in the neighbourhood. The police arrived within minutes and interrogated all the people in the neighbourhood.
Here's the conversation among some policemen and the members of the Brown family. Listen to it and match the pictures with the Browns.

Mr Paul Brown
Mrs Diana Brown
Charles Brown
Angela Brown
Sam Brown

1. ....

2. ....



3. ....

4. ....

5. ....

GRAMMAR FOCUS

Study the following examples to see how we can talk about past events that happened or were happening at the same time. Fill in the picture with what was happening.

A BAD DAY

While I **was waiting** for the bus:
a car **crashed** into the lamp-post,
a child **dropped** her ice-cream,
a dog **bit** another dog,
a tall young man **slipped**
on a banana skin, a fireman
saved a cat from the tree.
a young man **fell off** his bicycle.

F SPEAKING: PART OF A STORY

Look at the following pictures. They give you part of a story. Work in groups and tell the story, giving your own ending to it. Then share your stories with the other groups.

✎ *If you find this activity too easy or too difficult, go to Appendix, page 145, Activity A.*

G WRITE A SHORT STORY

You have decided to enter a short-story competition organised by an international magazine for young readers.

1. *Work with your partners.*
2. *Use all the ideas you came up with in the Speaking task above to write your short story.*
3. *Remember to use linking words or phrases, such as First, Then, After that, Finally, As soon as, While, When etc. to make your story more interesting to read or listen to.*
4. *If you don't like the story in the task above, on a separate piece of paper write your own story (7-10 lines).*
5. *Use drawings or anything else you can think of to illustrate your story.*

8 Unit

Lesson 3 A TRADITIONAL STORY

A SPEAKING: EASTER DAY

What would you say if someone asked you about Easter around the world? How much do you know about customs in Greece as well as in other countries?
Let's see what some students discovered about Easter customs working on a school project.

Κέρκυρα, το σπάσοιμο των Μπότιδων

" ...On Easter Day, all the people of this Greek village attended the mass and then walked to the countryside. The Easter tables were set and the men were roasting the Easter lamb. They sat down at the tables, offering Papa-Kyriakos, the priest, a special seat. And then the feast began. They were eating happily, enjoying their Easter meal after a 40-day fast. Grown-ups were drinking local wine and joking while children were playing and singing, wishing everybody "Happy Easter".

From "Εξοχική Λαμπρή" by Αλέξανδρος Παπαδιαμάντης

"...At Easter there were programs on the Norwegian TV of another kind: detective series.
Nobody quite knew why, but for some reason Easter is the most popular time for reading crime stories and detective novels in Norway. The TV stations all had at least one detective series on the air at Easter. The series and the books were referred to as "Easter-crime".
Going skiing in the mountains is for many Norwegians what Easter holidays are all about. Getting away from the city, enjoying the snow and the weather and not to mention getting a tan to show off when back at work are popular things to do during the vacation...." *From Olaf Amundsen, Norway*

"...In many communities in Mexico, the full Passion Play is enacted from the Last Supper, the Betrayal, the Judgement, the Procession of the 12 Stations of the Cross, the Crucifixion and finally, the Resurrection. The enactments are often nicely staged, costumed and acted, with participants preparing for their roles for nearly the full year leading up to Semana Santa (Holy Week)...." *From Esther Martinez, Mexico City*

Now discuss for a few minutes with your partner. Refer to the customs mentioned in the texts above and which you found were different from those in your country. Then talk about any other Easter customs you may know about.
Look at Appendix, pp. 146-148 more information on Easter customs in other countries.
Report to the class.

COUNTRY	SIMILARITIES	DIFFERENCES
Greece		
Norway		
Mexico		

CROSS CURRICULAR PROJECT

• Now, work in groups of 3-4 pupils and make a story of your own. Imagine that last Easter you visited one of the three countries mentioned above. When you came back you wanted to write this story and send it to another friend who lives in Australia. Can you agree with your partners and write what you saw and did in the country you visited?
• Look at the Appendix, page 148, and try and memorize as many "Happy Easter" phrases as you can in different languages.

SELF-ASSESSMENT TEST

Name:.. Class:..............................

Date:... Score:............/ 100

A. Put the verbs in brackets into the correct form.

1. The Titanic (cross) ……………………….. the Atlantic when she (hit) ……………………….. an iceberg.

2. I (watch) …………………… a mystery film on TV the other day when the electricity (go off) …………………… Now I'm never going to find out how the film ends.

3. Sharon (be) …………………… in the room when Jack told me what happened, but she (not hear) ………………………………… anything because she (not listen)…………………………………..

4. I (call) …………………….. you last night after dinner, but you (not be) ……………………..……. there. Where (you/be) ……………………….……………?

I (work out)…………………………………… at the gym.

5. Sue is in the living room, watching TV. At this time yesterday, she (also watch)…….............…… ……………. TV. That's all she ever does, I'm afraid.

6. Mark (arrive) ……………………… at Alice's house a little before ten o'clock, but she (not be)……………… there. She (study)……………… at the library for her final examination in German.

Points: .... / 30

B. Write the words in the correct order to make sentences.

1. Kate / rang / the / was / telephone / cleaning / when

……………………………………………………………………………..

2. sleeping / I / hear/ because / I / his / didn't / story / was

……………………………………………………………………………………………………

3. ill / black / was / a / Bob / and / wearing / looked / coat

……………………………………………………………………………………………………

4. eating / TV / I / Leslie / was / while / watching / was

……………………………………………………………………………………………………

5. While / cooking / was / Mum / left / I

....

Points: .... / 30

C. Write the correct words into the gaps below.

did | got | became | Once upon a time | returned | caught | said | told

(1) ...., a very poor old couple lived in a small house near the sea.
One morning, the fisherman went fishing and (2) .... a Golden Fish. The Golden Fish (3) .... to the fisherman: " If you save my life I can give you what/everything you want".
The fisherman did not want anything and put the fish back into the sea.
His wife however wanted a loaf of bread. The fisherman told the Golden Fish and that day his wife got a loaf of bread.
But she wanted more: "I want a new washtub I can wash in". And she (4) .... her new washtub.
She wanted more still: "I want a new house". And she got her new house.
And more still:" I want to be the ruler of the province". And she (5) .... ruler, with beautiful clothes and many riches.
And more still. She (6) .... her husband, "Catch the fish. I want to be the ruler of the seas".
The fisherman caught the fish. But when he (7) .... home he saw his wife like she was at the beginning, poor and living in a little old house by the sea, with no food.

Points: .... / 40

Tick what's true for you:

Now I can:

- ☐ read a story or fairy tale
- ☐ work with the characters of the story
- ☐ use my imagination and think of possible endings in a story
- ☐ write my own dialogues and act them out
- ☐ write stories about past events
- ☐ narrate a story to my friends and family
- ☐ use the appropriate vocabulary and tenses when telling stories
- ☐ take part in a play or puppet show

Learning strategies in English

DRAMA:

- ☐ I try out different roles in make-believe play
- ☐ I become creative and use my imagination
- ☐ When I try out language I feel more secure
- ☐ Acting in a play often makes meaning clear
- ☐ I like working in groups
- ☐ I watch my colleagues and I correct myself

Unit 9

AMAZING PEOPLE AND PLACES

In this unit:

- ✓ We read about Dian Fossey who helped save gorillas in Africa
- ✓ We make a school newspaper
- ✓ We listen to people talking about Mikis Theodorakis
- ✓ We speak about past memories

How amazing!!!

9 Unit

Lesson 1 SHE HAS HELPED SAVE GORILLAS

A LEAD-IN

Have you ever seen a real gorilla?
What do you know about gorillas?
Where do they live?

B READING

Read this interesting article that Kostas came across on the internet and after reding the article and decide whether the sentences are true (✓) or false (✗):

Dian Fossey became famous when her photo was on the front cover of the National Geographic magazine in January 1970. She was holding 2 baby gorillas. Dian was born in San Francisco, USA. After her university studies, she went to Africa where she decided to protect the mountain gorillas on the Rwanda-Congo border.

This is an article from an old newspaper from the 1970s. Dian Fossey tells a reporter a typical story about her work with gorillas.

"I am looking after this baby gorilla. Poachers* have killed 10 gorillas. There was the whole family group who was defending him. The poachers were only interested in the baby gorilla. They have received money to get young gorillas from the forests and sell them to zoos in Europe and America.
This is how it happens: European and American zoos contact forest rangers in Africa and ask them to find baby gorillas. The park rangers then contact poachers. Poachers then kill adult gorillas to steal their babies.
The poachers have looked after this baby gorilla very badly. They tied its hands and feet with metal wire. The wire has hurt its skin.It has also received very little food and no water.
I have spoken to the park ranger. I don't want this baby gorilla to leave Africa. It must go back to the forest. However, I know, because the zoo has paid the ranger, it will leave Africa and go to a zoo in America or Europe. The only thing I must do now is to make sure the baby gorilla is in good health before it leaves.
If we don't stop this traffic of baby gorillas, there won't be any gorillas left soon."
Dian Fossey continued her work with gorillas for many years and because of her work she has saved this animal species from extinction.

Adapted from "Dian Fossey's Forgotten Gorilla Orphans" from www.ippl.org (International Primate Protection League website)

* Poachers = λαθροκυνηγός

Decide whether the sentences are true (✓) or false (✗):

In Dian Fossey's story:

1. The baby gorilla has lost all its family. ....
2. The poachers have treated it well. ....
3. The poachers have given it a lot of food. ....
4. The poachers have given it a lot of water. ....
5. Dian wants to bring it back to good health. ....

GRAMMAR FOCUS

The Present Perfect Tense

X X

Past **Present**

The Present Perfect connects the past with the present.

1. *For news*

Have you **heard**? He **has arrived**.

He**'s won** the elections!

2. *With time words*

Have you **seen** Kostas recently?

Have you **ever been** to England?

3. *For situations "up to now"*

He came to Athens when he was twenty and he **has lived** there **ever since**.

She **has been** a teacher all her life.

Negatives:

I **have never seen** the Pyramids.

He **hasn't finished** his homework yet so he can't watch television.

Questions:

Have you **ever taken** a tram?

Have you **ever eaten** Chinese food?

C WRITING & SPEAKING

Write about some of the things you have or haven't done in your life upto now. Fill in the following chart.

I've been to…	I've travelled on…	I've eaten…
Countries & Cities	**Transport**	**Foods from other countries**
Italy	Bicycle	Chinese food

Share your results with your classmates and see what your classmates have done. This way you can learn more about your fellow pupils.

D LISTENING

Mark has recently watched "Zorbas the Greek" on television in England. Mark was impressed by the music. After the film, there was a short programme giving information about Mikis Theodorakis, the composer and musician. In the listening the speaker summarises the main themes of Theodorakis's life. Help Mark take down some notes.

"Zorbas the Greek"

Mikis Theodorakis

1. His music ....
....
2. His political struggles ....
....
3. His role within Greek society...
....
4. His commitments to humanity ....
....

E SPEAKING: PAST MEMORIES

Do some research at home and report back to your class.
Small things make a difference in our lives. Ask your parents and grandparents about important things they did during their lives, which they want to be remembered for.

For example, Kostas's grandfather told him: "Throughout my life I've saved many dolphins from fishing nets."

F PORTFOLIO

The school year is nearing the end. What three things do you want to be remembered for this year? For example:

- I have never been late to class.
- I have always handed in my homework on time.

The three things from this year I want to be remembered for.
1.
2.
3.

As a class make a list of 10 things you can all be proud of which you have done during this year. Write them up on a poster and stick them up on your classroom wall.

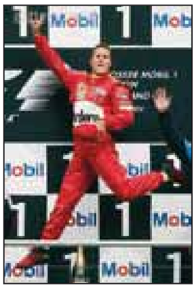
CROSS CURRICULAR PROJECT

These are 3 famous people who have many sports records:

- **Yiannis Kouros:** The Greek ultra-distance runner, broke many ultra-distance running world records. One record: in 1996 in a stadium, he ran 294,546 kilometres in 24-hours, beating his own previous record by 8.1 kilometres.
- **Michael Schumacher:** He has won the Formula One World Championship 7 times.
- **Reinhold Messner:** He has climbed all of the 8 mountains in the world above 8000 metres.

Can you find other famous people who have many sports records like these, or any other records? Write sentences and find photos.

Everest



Michael Schumacher

Lesson 2 A TRIP TO DUBAI!

Part of Dubai from the air.

A LEAD-IN

Tick *Yes* / *No*:

	Yes	No
Have you ever been to Dubai?		
Do you know what an artificial snow centre is?		
Have you ever been to an artificial snow centre?		
Have you ever been to a skating rink?		

B LISTENING

It's the Easter holidays in England and Ben is visiting his friend Mark at his house. Listen to the dialogue and complete the exercises that follow:

Tick *Yes* / *No*:

	Yes	No
a. Mark has been to Bahrain		
b. He's been to Dubai		
c. He's been skiing in Dubai		
d. He bought many things		
e. He's been to many beautiful places such as Dubai		
f. Ben has been alone because his parents are away for 2 days.		

C VOCABULARY

Use the words in the box to complete the sentences:
exhibition, artificial, luggage, financial, trip

1. Can you help me with this ____________, sir? It's very heavy.
2. I've just come back from a _________ to Geneva. It was great!
3. Something which is not real is ______________
4. His father has ____________ problems at the moment because he has lost his job.
5. There is a toy __________ at the mall. Can we visit it, Dad?

GRAMMAR FOCUS

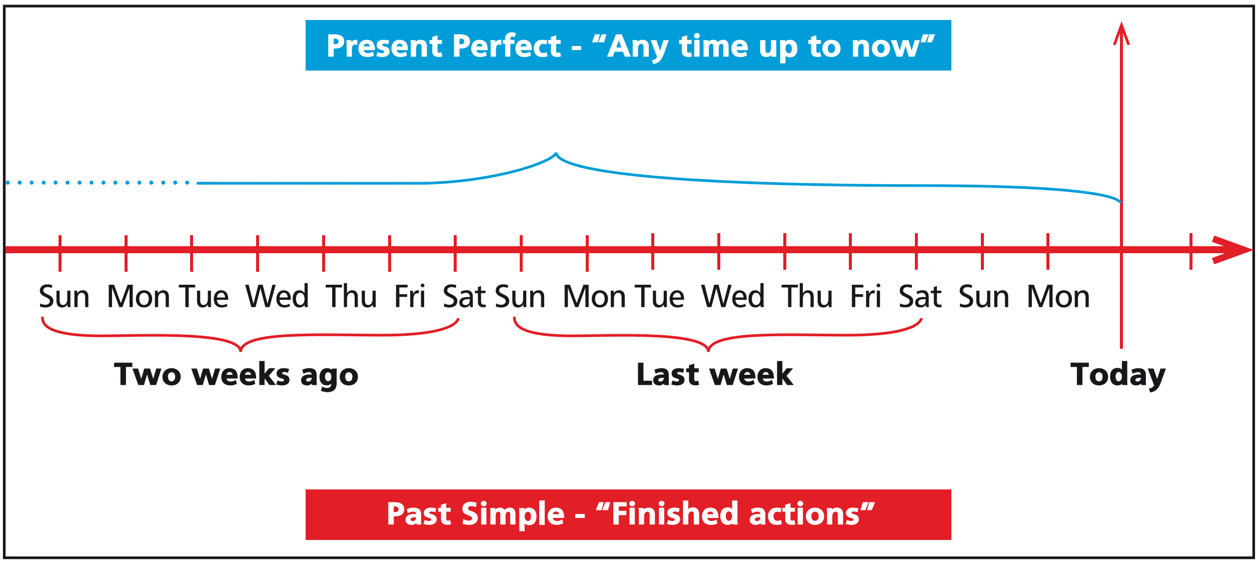
Past Simple and Present Perfect

Study the following examples to see how we can talk about past experiences in English.

Past Simple - "Finished actions"
A: **Have you ever been** on a picnic in a forest? B: Yes, I **have**. We **went** there last Sunday and **we loved** it.
A: **Did you do** your homework yesterday? B: Yes, **I did**. I even **studied** for a test.
A: **Have you ever eaten** Indian food? B: Yes, **I have**. In fact, **I ate** some two weeks ago.
A: **Have you seen** Mary this week? B: No, **I haven't** but **I saw** her last week.
Present Perfect - "Any time up to now"
A: **Have you tried** sushi? B: No, **I haven't**, but I'd like to.
A: Can you speak French? B: No, **I've never studied** it.

TIMELINE

(The numbers in the timeline show when the events in the Grammar Focus happened)



D READING

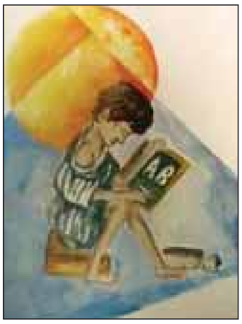
Read the following article and complete the chart with the true (✓) or false (✗) questions.

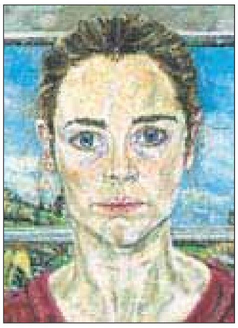
Children's Art Competition in Ireland

The First Texaco Children's Art Competition ("Caltex") was over 50 years ago, in 1955.
In 1955 there was no television and no rock and roll music. Children played with footballs, skipping ropes and other simple games. Children enjoyed using their imagination and found ways of saying what they saw and felt through drawings, paintings and other simple forms of creativity. Ireland was a quiet and peaceful agricultural nation, far away from the rest of Europe. The Caltex competition became famous immediately and brought together the children of Ireland.

Every year schools all over Ireland receive an invitation for their pupils to send in their works of art. There are several categories, depending on the children's ages. The prizes are handed out in Dublin and all the prize winners get a free trip to the capital city to attend the ceremony. Since 1955 many millions of Irish children have sent in their works. Some prize winners have become famous artists. We can say over the past 50 years children from every family in Ireland have sent in their works of art to the competition.

Bernadette Madden, now famous Irish artist, receiving her prize in 1966.





Adapted from:
www.texacochildrensart.com

	True	False
1. The Caltex competition began in 1995.		
2. The prize-winners go to London to receive the prizes.		
3. Since the competition began many millions of children have sent in their artworks.		
4. Each year, there is only one prize.		
5. Some children have become famous artists.		

E WRITING

Your pen friend has suggested exchanging your travel experiences. Write a letter to him/her talking about them. Talk about the places you have visited in your country (or abroad) so far, when you went there and what you saw:

Dear

I think your idea is terrific. So let me tell you where I've travelled so far.
I've been to many places. I've been to.

Last year I went to

What about you?
Love,

Learning strategies

WRITING

- ☐ When I write a sentence, I always think about the person who will read it
- ☐ What exactly do I want to say?

F GAME: HAVE YOU EVER?

Each pupil gives the teacher 2 written questions they want to ask their classmates, to see who has done what. The questions must relate to good actions in your families and neighbourhood.

Examples:

- Have you ever helped someone who doesn't know Greek to understand street names?
- Have you ever helped clean up litter on a beach?
- Have you ever written to your local authorities about a problem in your neighbourhood?
- Have you ever written to a government official outside your local authorities?
- Have you ever helped your brother and sisters with their homework?
- Have you ever helped your parents with their housework?

Add to this list. The class must try to come up with at least 15 questions. The pupil who has done the most things wins. He/she will be the **Model Citizen of the Class!**

Lesson 3 NEWSPAPERS & HEADLINES

A LEAD-IN: The news, headlines and "announcements"

Headlines in newspapers are often given just using the Present Simple tense. Few words make for a stronger headline. For example:

- ITALY WIN THE WORLD CUP
- WAR BREAKS OUT BETWEEN AFRICAN COUNTRIES
- FAMOUS ACTRESS GIVES BIRTH TO BABY GIRL

On television or the radio, headlines are usually given using the Present Perfect. Because it is official language, the sentences are not shortened but are in full.
The same headlines are as follows:

- "ITALY HAVE WON THE WORLD CUP"
- " WAR HAS BROKEN OUT BETWEEN THE TWO AFRICAN STATES"
- "THE FAMOUS ACTRESS HAS GIVEN BIRTH TO A BABY GIRL"

When we want to "annouce" events in our daily lives we often use the Present Perfect:
"Our car has just broken down!"
"I've just cut myself"

Game: with your partners come up with 2 examples of "announcements". These can be related to news headlines or from one's daily lives. Make the announcements a little bit mysterious. See if the other classmates can guess the context.

PROJECT

Look at the Appendix, p. 149 and then make your own newspaper with interesting news from your school or town. Talk to people, make interviews and find out all the amazing stories they have experienced. Work in groups and collect the information before you write the articles. Make drawings or even stick pictures to make your newspaper more interesting.

Divide the groups as follows:

The CHILDREN'S NEWSPAPER
THINGS THAT HAVE NOT GONE UP
A GRUB GOES TO AUSTRALIA
One Thing That Has Not Gone Up
THE WORLD IN OVERALLS!

Group 1 – News collecting group
Group 2 – Photos group
Group 3 – Article writers
Group 4 – Designers
Group 5 – Editors
Group 6 – Salesmen (if selling it)

Unit 9

SELF-ASSESSMENT TEST

Name:... Class:............................

Date:.. Score:............/ 100

A. Accomplishments. *Important things that mankind has done.*

Read the notes and make sentences:

Step/moon, 1. invent/telephone, 2. travel/other planets, 3. find/cure/many diseases, 4. fly/in planes, 5. cross/oceans, 6. build/skyscrapers, 7. explore/all the continents, 8. travel/in space, 9. invent/TV, 10. build/fast cars

He has stepped on the Moon.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

Points: .... / 40

B. Correct the sentences *(use the present perfect in all):*

1. He has went to Peru.

....

2. They has never been to the theatre.

....

3. Did you saw the new spaceship? It's fantastic.

....

4. How long did you live in Athens?

....

5. They have went to the party?

....

Points: .... / 15

C. *The following are typical situations from everyday life. Look at the pictures and write what they have just done or haven't done yet:*

1. ....
2. ....
3. ....
4. ....
5. ....

Points: .... / 25

D. Simple Past or Present Perfect? *Fill in:*

1. James is not here. He ....(go) jogging.
2. We ....(laugh) a lot at the party last night.
3. ....you ever .... (be) to Scotland?
4. They ....never .... (eat) sushi.
5. Who ....Joanne ....(meet) yesterday?
6. I ....(not do) my homework yet.
7. What ....you .... (see) at the aquarium?
8. My friends .... (spend) their holidays abroad last summer.
9. They ....already ....(clean) their desks.
10. I ....(have) snails for dinner last night.

Points: .... / 20

Tick what's true for you:

Now I can:

- ☐ Say what I have done so far in my life
- ☐ Tell between what has happened (no specific time) and what happened (time given)
- ☐ Write and read newspaper articles

Learning strategies in English

WRITING:

- ☐ When I write a sentence, I always think about the person who will read it.
- ☐ What exactly do I want to say?
- ☐ think about how to combine words.
- ☐ take into account the context.

Unit 10

SUMMER IS HERE!

In this unit:

- ✓ We read about the Parthenon marbles
- ✓ We write about ancient civilisations
- ✓ We listen to a museum guide speaking about a famous painting
- ✓ We speak about Athens *El. Venizelos* Airport

What is happening at Athens airport?

ARRIVALS	AIRLINE	FLIGHT	VIA	EXPECTED ARRIVAL	SCHEDULED ARRIVAL	REMARKS
New York (JFK)	Delta Airlines	DL 132		12/6/2008 09:50	12/6/2008 08:50	Arrived
New York (JFK)	Olympic Airlines	OA 412		12/6/2008 09:10	12/6/2008 09:10	Delayed
Philadelphia	US Airways	US 758		12/6/2008 09:15	12/6/2008 09:25	Arrived
Istanbul	Turkish Airlines	TK 1845		12/6/2008 09:45	12/6/2008 09:30	Cancelled
Stuttgart	Germanwings	4U 2684		12/6/2008 09:45	12/6/2008 09:40	Arrived
Thessaloniki	Aegean Airlines	A3 107		12/6/2008 09:50	12/6/2008 09:55	Arrived
Beirut	MEA	ME 251		12/6/2008 10:10	12/6/2008 10:05	Arrived
Larnaca	Aegean Airlines	A3 903		12/6/2008 10:15	12/6/2008 10:10	Cancelled
New York (Newark)	Continental Airlines	CO 104		12/6/2008 10:20	12/6/2008 10:20	Arrived

10 Unit

Lesson 1 AT THE AIRPORT

A LEAD-IN

TOURISM IN GREECE

Look at the chart. Where do most tourists to Greece come from?
Why do visitors enjoy coming here? Discuss.
Make statements e.g. The UK is rainy, so British visitors come to Greece for the sun.

COUNTRIES	VISITORS TO GREECE
United Kingdom	1.479.452
Germany (wet/cold)	1.315.081
Italy (close)	689.376
France (no islands)	435.103
Holland (cold & windy)	382.861

Data from EOT, January - June 2005

B LISTENING

Nadine comes to Greece to spend her holidays with Kostas and Mark. Kostas meets Nadine at the airport. They speak about heer flight and about Greek food. Fill in the missing questions.

................*How was your flight?*................

A bit bumpy over the Alps. My head is spinning but I'll soon get over it.

1 ....?

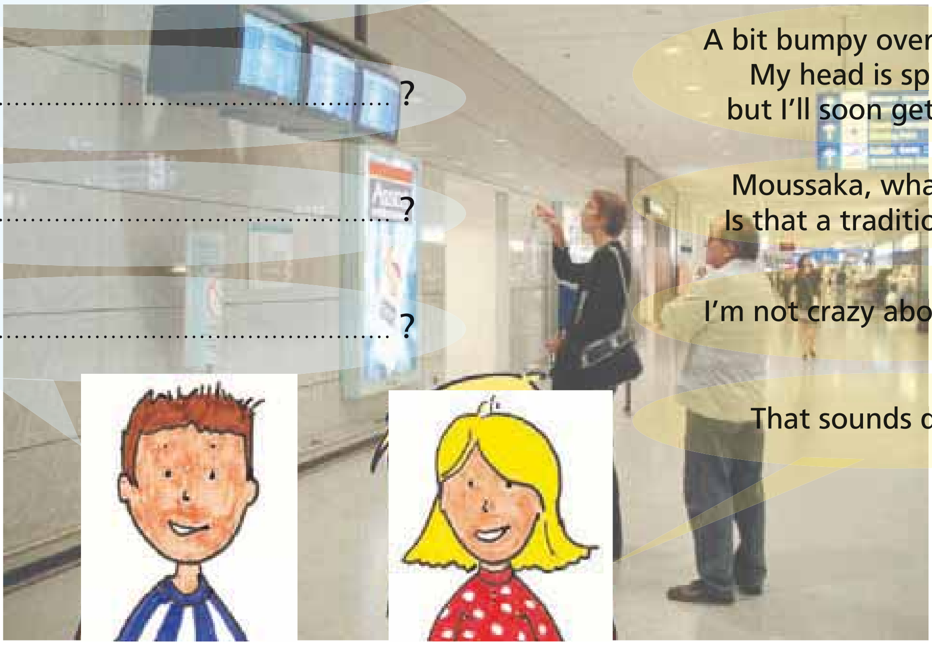
Moussaka, what's that? Is that a traditional dish?

2 ....?

I'm not crazy about aubergines.

3 ....?

That sounds delicious.



C VOCABULARY

Kostas is not sure what some of Nadine's expressions mean. Match them with their meaning and help him find out.

1. a bit bumpy
2. my head is spinning
3. I'll get over it soon
4. traditional dish
5. I'm not crazy about

a. not smooth
b. I don't like it very much
c. I feel a little dizzy
d. local food of a country
e. I'll be fine in a minute

1.......... 2.......... 3.......... 4.......... 5..........

D ROLE-PLAY

Mark's flight is finally here. Kostas and Nadine welcome him. Read the clues and act out the dialogue between Kostas, Nadine and Mark. The previous dialogue can help you.

CLUES
nice weather
watch film
drink orange juice
play video game
sleep

E MEDIATION: SOMEONE WHO DOESN'T SPEAK GREEK

You are at the Athens International Airport waiting for a friend. A Canadian tourist who cannot read Greek is asking you if Flight OA661 from Mykonos has arrived. Look at the announcement board and explain to him what has happened to the flight.

ΑΦΙΞΗ ΑΠΟ	ΑΕΡΟΠΟΡΙΚΗ ΕΤΑΙΡΕΙΑ	ΠΤΗΣΗ	ΜΕΣΩ	ΑΝΑΜΕΝΟΜΕΝΗ ΑΦΙΞΗ	ΠΡΟΓΡΑΜ/ΝΗ ΑΦΙΞΗ	ΠΑΡΑΤΗΡΗΣΕΙΣ
ΜΙΛΑΝΟ ΜΧΡ	ALITALIA	**AZ 728**		03/02/07 18:15	03/02/07 18:25	Αφίχθη
ΝΤΥΣΣΕΛΝΤΟΡΦ	ΟΛΥΜΠΙΑΚΕΣ ΑΕΡΟΓΡΑΜΜΕΣ	**OA 182**	ΘΕΣΣΑΛΟΝΙΚΗ	03/02/07 18:10	03/02/07 18:30	Αφίχθη
ΜΥΚΟΝΟΣ	ΟΛΥΜΠΙΑΚΕΣ ΑΕΡΟΓΡΑΜΜΕΣ	**OA 661**		03/02/07 19:00	03/02/07 18:30	Καθυστέρηση
ΝΤΥΣΣΕΛΝΤΟΡΦ	AEGEAN AIRLINES	**A3 541**	ΘΕΣΣΑΛΟΝΙΚΗ	03/02/07 18:50	03/02/07 18:50	Αναμενόμενη
ΣΑΝΤΟΡΙΝΗ	ΟΛΥΜΠΙΑΚΕΣ ΑΕΡΟΓΡΑΜΜΕΣ	**OA 559**		03/02/07 19:05	03/02/07 19:05	Αναμενόμενη

10 Unit

GRAMMAR FOCUS

Time Prepositions

Do you remember how to use the verb tenses?

Every day I go / Up to now I've been / Yesterday I went / Tomorrow I will go

A. Present	• Do you enjoy going to the playground? • Yes, we love going there.
B. Present Perfect	• Have you been to Athens, before? • Mmm, yes. I've been there twice in the past.
C. Past Simple	• Did you see Jack, yesterday evening? • No, he wasn't there. He broke his leg, while he was going home from work.
D. Future	• Of course, I will help you if you like. I'm going to meet some friends after school, but I'll be back at 9:00.

F READING & WRITING

You enjoy reading a childrens' magazine that contains a pen pal section. You have read this letter from a boy from Sweden and you decide to reply. What do you say?

Hello, I am Olaf from Sweden and I am 11 years old I love helicopters. One of my heroes is Igor Sikorsky. He was born in Russia but moved to the United States to develop his passion for aircraft He invented the first modern helicopter. In the US. he set up his own company and this company remains the most successful helicopter producer in the world. Last year my dad gave me a radio-controlled model helicopter and I fly this most weekends at a park near my house. Does anyone like helicopters? I am looking forward to your letters!
Love, Olaf

Dear Olaf,

CROSS CURRICULAR PROJECT

A. HOW TO PRESENT A PLACE

Organise a presentation of the Athens International Airport. Talk about the area, the buildings, the number of passengers and flights, the airlines and the facilities. Use the information in the box below. You may find www.aia.gr useful.

Differentiated Pedagogy (**): Appendix, page 150, Activity A. Here you may find an information table about the London Heaathrow Airport. More competent pupils can use both tables and present a comparison between the two airports. You may find **www.heathrowairport.com**, the official site of Heathrow airport, useful.

Information	
1. Serves	Athens
2. Distance from Central Athens	30 km
3. Opening date	March 2001
4. Number of Runways	2
5. Length of Runways	4,000 m.
6. IATA Code	ATH
7. Awards	European Airport of theYear 2004 (ITM awards), Best Airport in Southern Europe 2005 & 2006 (Skytrax Awards)
8. Passengers in 2006	15 million
9. Planned passenger handling	50 million
10. Served by	Attiki Odos, Athens Metro, Proastiakos Railway, Express Buses

B. HOW TO ORGANISE A PRESENTATION BASED ON YOUR SENSES:

Imagine either one of these two places:

Pelion (Magnisia), Zagorochoria (Epeirus)

Imagine the following five ways of sensing:

– What can you hear?
– What can you see?
– What can you smell?
– What can you feel?
– What can you taste?

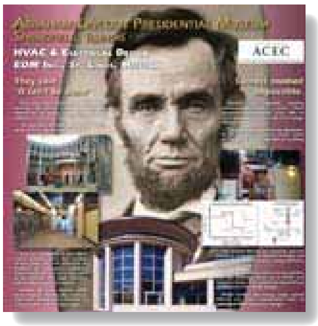
Now put your notes together and «paint» a complete picture of the place». Following that you may also want to add some information about the history of the place you have chosen.

Zagorochoria (Epeirus)

Lesson 2 TOURISTS LOVE VISITING PLACES

A LEAD-IN

Have you ever visited a museum?
Where was it? What did you see there?
Was there something which impressed you?



B READING

Read this text about the Parthenon Marbles and give your opinion below.

Members of the Parliament - Early Day Motion

The present Parliament congratulates Channel 4 for the quality and the success of its recent programme «Fifteen-to-one», which was especially dedicated to the Elgin Marbles. During the telephone vote after the programme, 92.5% of the total 100,000 voters were in favour of the return of the Marbles in Greece. We believe that today the whole case about their return has been forgotten. Therefore, we call upon Her Majesty's Government to start immediately with negotiations on the matter with the Greek government.

Signed by more than 100 members of the British Parliament (London, 19/6/1996)

Now give your opinion ______________________________

____

____

____

C DEBATE: RETURNING THE PARTHENON MARBLES

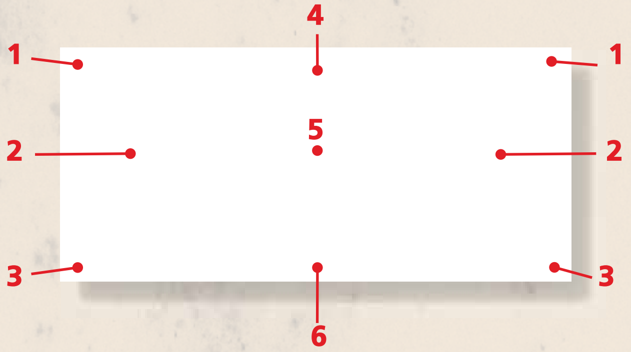
Should the Parthenon Marbles be returned to Greece or not? Now, it is your turn to discuss and decide. You can start a debate between two groups of students. The first group should support the return of the marbles and the second group should be against it. Choose a chairperson, make some notes and start the debate.

✎ *To get some ideas go to the Appendix, Activity B, page 150.*

GRAMMAR FOCUS

We can talk about the position of an object (or a person) in a picture/drawing/ photo using the following phrases

1. In the top left-hand corner
2. on the left
3. in the bottom left-hand hand corner
4. at the top
5. in the middle
6. at the bottom
7. in the top right-hand corner
8. on the right
9. in the bottom rightcorner



D LISTENING

*The children of a school in New York are visiting the Museum of Modern Art (**www.moma.org**). They are very interested in a painting of Mark Chagall called **I and the Village**. While the teacher is explaining the different parts of the painting, circle the objects she is describing.*

E ROLE-PLAY

It is Friday evening and the children want to find a nice restaurant for dinner. Look at the following and decide which is the best choice for a healthy meal. Discuss together with your classmates.

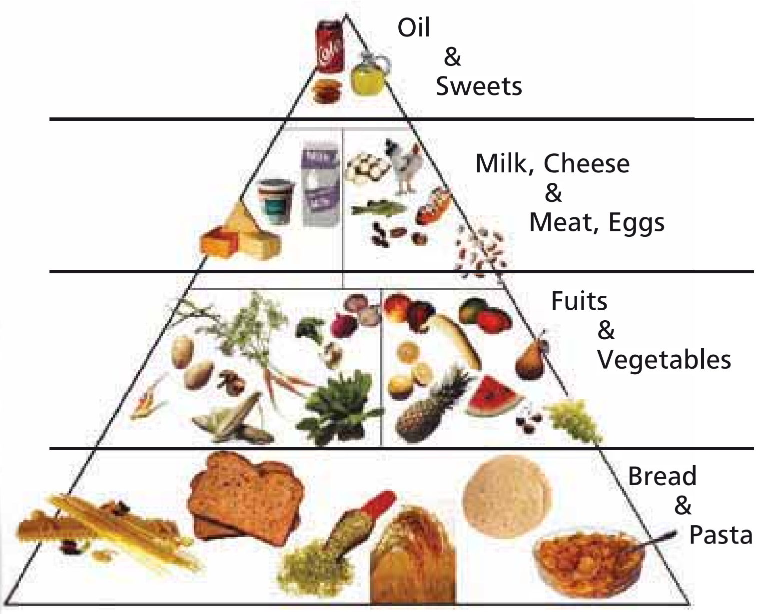
The Minoan

Traditional Greek Taverna
Open: Thuesday to Sunday
Greek cuisine and specialities
Saturday: Greek dancing

Il Ristorante

Italian cuisine,
Some Greek specialities, hamburgers
Quick service, good prices, live music
Open: Wednesday to Sunday

THE FOOD PYRAMID



The Golden Dragon

Chinese restaurant
Excellent service, beautiful atmosphere
Open: seven days a week

Rock Burger

The best burgers in town
Lively atmosphere, rock music, cheap prices
Open seven days a week

F PORTFOLIO

Nadine is keeping a diary. She is writing about the places she has visited in Athens and also about the places she is going to visit the two following days. Fill in the following spaces. Look at the table in the Appendix, Activity C, page 151, to help you.

Date: ..../........../..........

Dear Diary,

I arrived in Athens on the 4th of July with my mother. Kostas was waiting for me at the airport with his father and Mark arrived some time later.

Eleftherios Venizelos is the .... airport I have ever seen.

On July 5th we visited ....

....

Yesterday we ....

....

Today we are going to ....

....

....

....

Tommorrow we are going to ....

....

....

....

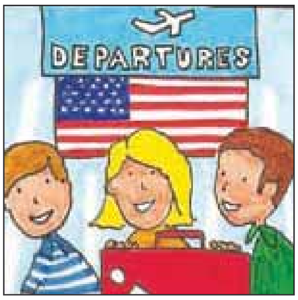
....

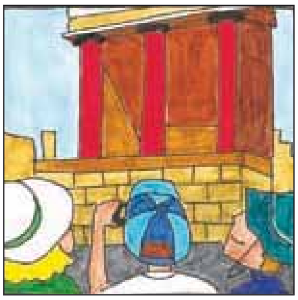
....

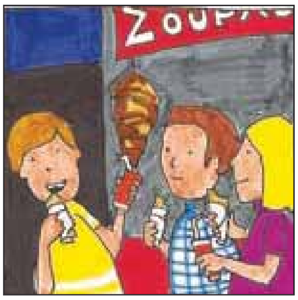
There are so many places to see in Athens that it's impossible to see them all in 4 days. I feel tired already but I have lots of photos. The food is great. I love pita souvlaki and tzatziki. Write again soon.

G SPEAKING

The following week the children are visiting Crete with their parents. They are lying on a beach and they are thinking of their beautiful holidays in Greece. Look at the pictures and make the dialogues in groups of three.







10 Unit

Lesson 3 MYTHS AND LEGENDS

A LEAD-IN

Travelling is a good way of getting to know the world's myths. Do you know about any of these myths? Discuss with your partner and then with the rest of your class.

B READING

Robin Hood is one of the most famous English legends for children. How did he get the name «Hood» and who were his «Merry Men»? Read the passage in the Appendix, Activity D, page 152 to find out.

Robin took his surname from ....

....

The Merry Men were ....

....

C PORTFOLIO

Collect information and pictures about gods from other civilizations from around the world. For example: Mexico (Aztecs), Peru (Incas), Norway (Vikings). Stick the information you find on cardboard and put it up on your classroom wall. Don't forget to show pictures.

✎ *For extra Portfolio work, see Appendix, Activity E, page 152.*

Inca god

Aztec temple

SELF-ASSESSMENT TEST

Name:.. Class:............................

Date:.. Score:............/ 100

A. Word categories: Where can we see the followign?

Sculptures, quick service, passengers, goddess, traditional dishes, flights, food, temple, announcement, international cuisine, frieze, baggage

Airport	Archaeological sites	Restaurant

Points: .... / 24

B. Choose the correct word or phrase:

HMS Vicrory

1. Tony .... in Tokyo for five years, but he left in 2001.
   a. lives b. lived c. is going to live
2. Somebody .... my bicycle. Now I'll have to walk home.
   a. stole b. steals c. has stolen
3. Tomorrow we .... to Bermuda.
   a. are flying b. fly c. flew
4. The Titanic .... in 1912.
   a. sinks b. has sunk c. sank
5. She .... after the ice cream truck, but she couldn't reach it.
   a. runs b. ran c. is running
6. Jimmy .... Dubai.
   a. already visits b. has already visited c. visited
7. I .... my key yesterday, so I couldn't get into my house.
   a. have lost b. losed c. lost
8. Have you .... had the measles?
   a. ever b. never c. yet

9. I believe I .... James at the party tomorrow.
   a. saw b. see c. will see
10. I have .... done the washing up. The kitchen is clean.
   a. yet b. already c. never

Points: .... / 40

C. Mark has been to Paris and Nadine wants to find out more. Fill in Nadine's questions to Mark:

Nadine: ....
Mark: Yes, I went last Easter.
Nadine: ....
Mark: I went with my school.
Nadine: ....
Mark: Yes, we went to the Louvre the first day we got there.
Nadine: ....
Mark: No we didn't see the Mona Lisa because there were too many people.
Nadine: ....
Mark: Yes, we saw the Venus of Milo.
Nadine: ....
Mark: Yes, I'd like to go to Paris again, next time with my family.

Points: .... / 36

Tick what's true for you:

Now I can:

- ☐ Write a postcard, a diary
- ☐ Welcome a friend and ask him about his trip
- ☐ Read a text about the past
- ☐ Describe a picture
- ☐ Speak about my holidays
- ☐ Use the verb tenses to narrate a story

Learning strategies in English

STRATEGIES TO GET INFORMATION:

- ☐ I can read a text in Greek and present its main points in English
- ☐ I ask experts for information
- ☐ I check any information with my group
- ☐ I use encyclopaedias to get information